REPORT RESUMES

ED 011 478 RC 000 893

SOURCEBOOK OF SUGGESTED IDEAS FOR MOTIVATING AND ENRICHING WRITTEN COMPOSITION (INTERMEDIATE GRADES).

BY- GRIESE, ARNOLD A. AND OTHERS

ALASKA STATE DEPT. OF EDUCATION, JUNEAU

PUB DATE SEP 62

EDRS PRICE MF-$0.27 HC-$6.84 171P.

DESCRIPTORS- *INTERMEDIATE GRADES, *LANGUAGE SKILLS, *COMPOSITION (LITERARY), COMPOSITION SKILLS (LITERARY), TEXTBOOK EVALUATION, TEXTBOOKS, ACTIVITIES, WRITING, GRAMMAR, GEOGRAPHY, SOCIAL STUDIES, CURRENT EVENTS, SCIENCES, CLASSROOMS, ENVIRONMENT, *INTEGRATED ACTIVITIES, *INTEGRATED CURRICULUM, UNIVERSITY OF ALASKA, JUNEAU

THIS SOURCEBOOK WAS PREPARED AS A TEACHING SUPPLEMENT FOR USE IN THE LANGUAGE ARTS PROGRAMS OF RURAL ALASKAN SCHOOLS IN THE INTERMEDIATE GRADES. A WIDE RANGE OF MATERIAL IS INCORPORATED, INCLUDING THE AREAS OF LANGUAGE SKILLS, AVAILABLE TEXTBOOKS AND FILMS, TYPES OF COMPOSITION, AND EXTENSIVE SUGGESTIONS FOR CORRELATED ACTIVITIES IN THE AREAS OF GEOGRAPHY, SOCIAL STUDIES, AND ELEMENTARY SCIENCE. THIS GUIDE ATTEMPTS TO PROVIDE THE TEACHER WITH IDEAS TO AID THE DEVELOPMENT OF LANGUAGE SKILLS USING MATERIALS FROM OTHER BROAD FIELDS. ADDRESSES ARE INCLUDED FOR VARIOUS SUGGESTED PROJECT MATERIALS. (JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

000960

ED011478

Sourcebook of Suggested Ideas
for
Motivating and Enriching Written Composition

(Intermediate Grades)

ISSUED BY
THE STATE DEPARTMENT OF
EDUCATION
Juneau, Alaska September 1962

RC 000 893
~~001094~~

FOREWORD

This sourcebook is the product of a workshop on curriculum problems, jointly sponsored by the University of Alaska and the State Department of Education, and held on the campus of the University at College, Alaska from June 25 to August 3, 1962.

The subject for the study was chosen after a survey of all schools in Alaska, made in March, 1962, revealed the language arts as the area of greatest need for curriculum materials. This material has been prepared primarily for the multi-graded classrooms of small rural schools within the State.

Participants in the workshop were teachers enrolled in the regular summer session at the University of Alaska, many of whom were under contract to teach in rural schools of Alaska operated by the Bureau of Indian Affairs or the State Department of Education. The instructor in charge of the project was Dr. Arnold A. Griese of the College of Education, University of Alaska. Mrs. Winifred Lande, Education Supervisor on the staff of the Department of Education, served as consultant and coordinator.

The following persons participated in the workshop as full-time enrollees:

Mrs. Edith L. Epple	Eagle River, Alaska
Mrs. Althea Hughes	Gakona, Alaska
Mrs. Harriet L. Johnson	Perryville, Alaska
Mr. Fremont Johnson	Perryville, Alaska
Mrs. Marie B. Mott	Arctic Village, Alaska
Mr. Vondolee S. Page	Wasilla, Alaska
Mrs. Mary A. Parten	Fairbanks, Alaska
Miss Lorna Purdy	Fremont, California
Mrs. Dorothy Stone	McGrath, Alaska

Graduate students who contributed part-time to the project were:

Miss Esther Brehmer	LaPorte, Indiana
Miss Mary Bruce	Elkhart, Indiana
Miss Jessie Hill	Winnemucca, Nevada
Miss Bernice Jacobson	Cape Yakataga, Alaska
Mrs. Bettie O'Donnell	Anchor Point, Alaska
Mrs. Lillian D. Walker	Lower Kalskag, Alaska
Mr. Raymond Youdan	Metlakatla, Alaska

Robert P. Isaac
Acting Commissioner of Education

TABLE OF CONTENTS

Page

GENERAL INTRODUCTION 1

SECTION ONE

Outline of Skills of Written Language and Indexing System 4

Use of Textbooks 7

Use of Films and Filmstrips 8

Evaluation 9

SECTION TWO

Introductory Statement 23

Activities for Teaching Language Skills

Sentences 23

Punctuation 25

Capitalization 31

Paragraph 34

Parts of Speech 35

Words 39

Using Words Correctly - Usage 39

Mechanics of Written Language (i.e., Letters, Reports) 40

Table of Contents

Page

SECTION THREE

Introductory Statement 46

Activities for Practicing Language Skills

Sentences 47

Punctuation 47

Capitalization 49

Paragraph 50

Parts of Speech 51

Words 55

Using Words Correctly - Usage 58

Mechanics of Written Language 58

SECTION FOUR

Introductory Statement 63

State-Adopted Texts in Science and Social Studies 64

Grade 4 - Social Studies by General Topics 65

Grade 4 - Correlated Activities

Geographic Concepts 68

Cold Lands 69

Hot Countries 70

Island Continent 73

Lowlands 74

Table of Contents Page

SECTION FOUR (continued)

Grade 4 - Correlated Activities (continued)

Mediterranean Area 75

Mountain Lands 76

Sea Coast 78

Far East 80

Grade 5 - Social Studies by General Topics 82

Grade 5 - Correlated Activities

Finding a New World 85

Reading Maps and Globes 85

The Early Colonists 86

The New England States 87

The Middle Atlantic States 88

The Southeastern States 89

Our Founding Fathers 91

The North Central States 92

The Civil War 94

The Cotton Belt 94

The Rocky Mountain States 95

The Pacific Coast 97

Alaska and Hawaii and U.S. Possessions 98

Table of Contents Page

SECTION FOUR (continued)

Grade 5. - Correlated Activities (continued)

Other Great Names 99

Canada 100

Mexico 101

Central America, South America and West Indies 102

United States and the World 104

Grade 6 - Social Studies by General Topics 106

Grade 6 - Correlated Activities

Peoples of the Ancient World 108

Nations of Europe 109

Countries of Europe 109

Countries of Asia 116

Lands of the Tropics and Southward 117

Miscellaneous Topics 120

Elementary Science - Grades 4, 5, 6 122

Correlated Activities

Plants 126

Animals 128

Weather and Climate 132

Table of Contents Page

SECTION Four (Continued)

Correlated Activities - Elementary Science

Energy 133
Machines 134
Conservation of Resources 136
The Universe 140
The Human Body 142

SECTION FIVE

Introductory Statement 146

Broad Activities - Written Composition

A Christmas Program 146
The School Newspaper 147
Original Poems 148
Creative Writing 151
Project Citizenship 152
Recreational Reading 154
A Recipe Book 156
Tape Recording 156
Hobbies 157
Use of Bulletin Boards 158
Classroom Environment 160

SOURCEBOOK OF SUGGESTED IDEAS
FOR
MOTIVATING AND ENRICHING WRITTEN COMPOSITION

(INTERMEDIATE GRADES)

GENERAL INTRODUCTION

We recognize that the language arts consist of closely interrelated skills, all of which have as a goal effective communication. This sourcebook attempts to provide the teacher with ideas to aid the development of skills within a specific area of the language arts-written composition. However, since listening, speaking, reading and writing are so closely interrelated, we believe that focusing attention on improvement of skills in written composition will promote growth in the remaining areas as well. Further, we firmly believe that strong instruction in the remaining areas will serve to develop skill in writing.

The structure of this sourcebook is based on the premise that instruction in any given phase of the language arts should involve: (1) a rigorous program of planned teaching of skills, and (2) a classroom climate or situation wherein the purposeful use of these skills permeates every activity of the school day. The implied program divides this work into five specific parts:

> Section One. This section includes (1) an outline of the skills of written language as contained in intermediate textbooks, (2) a system of indexing that permits the teacher to locate quickly treatment of a particular skill within a given text or texts, (3) suggested procedure for use of texts where the three intermediate grades are combined for instruction in the multi-graded classroom, (4) effective use of films and filmstrips,and (5) brief suggestions concerning evaluation of pupil growth in written composition.
>
> Section Two. Provided here are specific ideas designed to enrich the teaching of the various skills related to written composition during the regular English period.
>
> Section Three. This section provides activities - once instruction has been given - that would allow further structured, interesting and varied practice in addition to those exercises provided in the text.
>
> Section Four. Outlined in this section are suggested activities which correlate written composition and the subject matter fields of social studies and science. These activities are intended to be of such

stimulating nature that both interest in the subject area and a strong desire to carry out the assigned task involving the skills of language arts - written composition especially - are developed.

Section Five. Given here are suggestions for activities - along with information as to implementation and accessory materials needed - which, although containing no subject matter content in and of themselves, are intended to create within the child a strong purpose for learning specific skills needed to communicate effectively, especially those skills related to written expression. An example of this type of purposeful activity is the school newspaper that serves the community.

SECTION ONE

OUTLINE OF SKILLS OF WRITTEN LANGUAGE

INTERMEDIATE GRADES

Listed below are the specific skills of written language to be taught in the intermediate grades. These were compiled directly from the four State-adopted language series.

To aid the teacher in locating the treatment of a skill within a given text, the broad areas following each Roman numeral in the outline can be found in the index of every one of the texts. For example, the teacher wishing to locate the treatment of the specific skill "kinds of sentences" will find it listed under the area I Sentences. Glancing to the columns at the right, she will note that at the fourth grade level this skill is dealt with in only three of the adopted texts, while at other levels it is treated in all four series. Next, the teacher will go to the index of the text in use in the school, and under the entry Sentences find specific pages at each grade level dealing with the skill "kinds of sentences."

It is felt it will be helpful to have outlined for quick reference or an overall view the broad skills to be taught in the intermediate grades, together with an indexing system that will permit immediate location within the various texts, a detailed treatment of a particular skill when instruction in that skill is planned by the teacher.

The order in which these skills are to be taught and the time and emphasis each should receive will be determined by the teacher in accordance with the needs of a particular group of children.

Broad Areas

I. Sentences
II. Punctuation
III. Capitalization
IV. Paragraphs
V. Parts of Speech
VI. Words
VII. Using Words Correctly
VIII. Mechanics of Writing

Symbols Used

X -- systematically taught in all series
L -- " " " Laidlaw
M -- " " " Macmillan
W -- " " " World Book Co.
H -- " " " Houghton Mifflin

Remember: If there is no activity for a specific sub-heading, see the activities under General Usage.

	Book and Grade Level		
	4	5	6
I. Sentences			
A. Complete and incomplete	X	X	X
B. Kinds of sentences	AMW	X	X
C. Parts of sentence	L	X	X
D. General Usage			
II. Punctuation			
A. Period	X	X	X
B. Question mark	X	X	X
C. Comma	X	X	X
D. Quotation marks	X	X	X
E. Apostrophe---Contraction	X	X	X
F. Colon	X	X	X
G. Exclamation mark	HMW	X	X
H. Underlining titles	HMW	X	X
I. Hyphen		LW	LW
J. General Usage			
III. Capitalization			
A. Beginning sentences	X	X	X
B. Letter writing	X	X	X
C. Proper noun and proper adjective	X	X	X
D. Titles	X	X	HMW
E. Poetry	X	HMW	HMW
F. Quotations	X	X	HMW
G. General Usage			
IV. Paragraph	X	X	X
V. Parts of Speech			
A. Noun	X	X	X
1. Definition	X	X	X
2. Possessive	X	X	X
3. Singular and plural	LMW	LMW	X
4. Common and proper	H	X	X
B. Verb (under Action words in M4)	X	X	X
1. Definition	X	X	X
2. Contractions	L	X	X
3. Principal parts (under Helping words in M5, W5-6)	L	LMW	X
4. Kinds of verbs	L	LMW	X

	4	5	6
5. Agreement (Singular and plural in H5)		HLW	X
C. Adjective (under Picture words in M4-H4; under Words, describing in W4)	X	X	X
D. Pronoun	L	HLM	X
1. Definition	X	X	X
2. Possessive	L	HL	X
3. Singular and plural		HLM	X
4. Subject and object	L	HLM	X
E. Adverb	L	HLM	X
F. Preposition			X
G. Conjunction			X
H. Interjection			LMW
I. General Usage			
VI. Words	X	X	X
A. Synonyms (under Words with Like Meaning in H4-6)	HLM	HLM	X
B. Homonyms	LW	LMW	LMW
C. Antonyms	L	L	LW
VII. Using Words Correctly--Usage (See index of textbooks for specific listings of troublesome words usually taught)	X	X	X
VIII. Mechanics of:			
A. Letter writing	X	X	X
1. Friendly	X	X	X
2. Business	X	X	X
3. Invitation	X	X	HMW
4. Appreciation	X	X	HMW
B. Addresses	X	X	X
C. Story writing (under Writing, stories, in L6)	X	X	X
D. Reports	X	X	X
E. Outlines	M	X	X
F. Announcements	HL	HLM	HL
G. Proofreading (under Checking in W4, 5, 6)	X	HLW	HLW

USE OF TEXTBOOKS IN DEVELOPING LANGUAGE SKILLS

IN GRADES FOUR, FIVE AND SIX

Effectiveness in written language implies the ability on the part of the child to express his thoughts and ideas aptly and fluently in writing, with increasing proficiency in spelling, handwriting and English usage as he progresses through the grades. The first objective of this material will be to provide the teacher with a workable plan for teaching essential developmental language skills in the middle elementary grades, using basal State-adopted text material and a specific daily time allotment for such teaching. A second objective will be to give helpful suggestions to the teacher in the multi-graded classroom that will aid in the transfer and use of language skills in the total school program.

To accomplish the objectives a somewhat different use of textbooks will be recommended. The teacher will present basic concepts of language and usage from an outline of skills to be taught in the three middle grades. Each child will have access to a textbook at his "grade level," but he will not keep it in his desk at all times; it will be his personal reference text for language and he will use it for assigned practice, or as he needs it. He may also use other language texts at his level of achievement. He will use his book after his teacher has presented a new skill, for practice exercises. For example: the teacher has spent perhaps twenty minutes teaching the concept of Verbs, a skill lesson for all pupils in grades 4, 5, and 6. Depending on what each child knows about verbs, the appropriate textbook will then be used to fix skills as taught and to find effective practice in recognizing the verb.

Each child, then, will use the level of text which best meets his need. Ordinarily, the fifth grade pupil of normal achievement will use the fifth grade text, but this is not to say that he may not use the fourth or sixth level, and sometimes he may even borrow a third or a seventh grade book. At certain times all middle-grade pupils may use the same level of text material, or teacher-prepared practice material.

Classroom experiences in written composition will promote independent use of language textbooks as guides to correct usage. As an example, let us suppose that a boy in fifth grade is to write a letter to an airline that advertises free travel posters to be sent to schools upon request. The boy knows it is important that his letter be written in proper form. He goes to his textbook, consults the index, turns to page 149 and finds his guide to the writing of a good business letter. This is an effective learning situation and the chances are good that he will be able the next time to write an acceptable business letter without help.

By following a basic outline of skills to be taught, teachers should find it possible to make increasingly better adjustments to individual needs of pupils insofar as the mechanics of English grammar are concerned, and to put them into practice in ways that have meaning and purpose.

It is not always an easy matter to provide opportunities for a child to accept responsibility for his own learning, but it is of vital importance that we try to do so. A youngster tied to textbooks, to routine page-by-page assignments, to mechanical drill that he may not understand or need, and to a dizzy succession of "workbooks" all day long does not learn to think for himself because he hasn't time! He may never develop the habits of independence which are essential to real learning. If he never experiences the fun of finding information he needs at the moment he needs it, he will not have discovered the real reason for being in a classroom, and after a few years he may well give up the whole idea of school and become another "drop-out" in a table of statistics.

We do not propose here that the learning of skills of language should be in any way "incidental." Rather we propose that such skills be solidly and purposefully taught and then used in every phase of the elementary school curriculum.

SUGGESTED PROCEDURE FOR THE USE OF FILMS AND FILMSTRIPS

1. Preview

2. Prepare the class by indicating what they should look for. Explain difficult words or phrases which might interfere with their understanding of the film. The teacher may want to give the students specific questions to be answered from the film.

3. Show the film or filmstrip. The teacher or pupils may read the captions on the filmstrip aloud. Questions, discussion or explanation may take place during the showing of the filmstrip.

4. Discuss the film or filmstrip. Answer the preassigned questions. In order to encourage written communication it would seem desirable to have one or more of the answers to these questions recorded in written form before becoming the basis of class discussion.

5. Re-show the film or filmstrip if it is being used for instructional purposes or if the teacher feels it would help clinch new ideas and concepts.

6. Follow-up activities could include written reports, related reading, dramatizations, tests, etc.

EVALUATION

The list of skills to be taught, as outlined previously, suggests that steps are to be taken to determine pupil progress in achievement of these skills. To this end, the aspects of evaluation which should be included in the program are listed below.

1. To the extent that standardized tests are available in the school, they should be used by the teacher to determine achievement.

2. Emphasis should be placed on self-evaluation. The multi-grade situation is a difficult one in the sense that the teacher may have insufficient time to evaluate in the traditional manner all written work produced by the pupils. Also, it is highly desirable that children learn to accept responsibility for their learning, and when they are allowed to discover and correct their own errors, they are acquiring important understandings and behavior patterns. Finally, the concept of self-evaluation is in line with approved psychology of learning; discovery of errors and immediate correction of them results in fixing intended learnings rather than errors. It is interesting to note that this is one of the basic principles of programmed learning and teaching machines.

Emphasis on self-evaluation in the area of written composition should focus on proof-reading by the pupil before any attempt to assess accuracy is made by the teacher. A system of proof-reading should be established early in the term and practiced consistently. The outline of skills to be taught assumes that formal instruction in proof-reading will be given and that the adopted texts at all levels provide numerous suggestions for teaching and practice therein. Moreover, the application of proof-reading to all formal composition should be insisted upon.

Section Four of this sourcebook, which deals with correlation of subject areas, has as one of its central activities the writing of letters to business firms. This should provide a real need within the pupil to carefully check his work. Again it is assumed that the teacher also will evaluate the work of each student in order to determine and plan for his future needs. Nevertheless, the teacher's evaluation after careful proof-reading by the pupil will be a comparatively simple task.

Many activities in written composition suggested by this sourcebook are of a less formal nature; for example, in certain cases, pupils are asked to record brief answers on a given topic and are then expected to use this product as a basis for discussion. In this situation the individual is the only one to use the written material, but even here a strong attempt should be made to develop a "conscience" toward the adequacy of the work.

3. As has been stated previously, the teacher must have personal knowledge of individual progress. To accomplish this, brief formal testing should be utilized. In order to aid the teacher in constructing such tests, there is included below a

compilation of tests available in the various adopted texts. Page number location is given and related directly to skills to be taught as presented in the outline of skills in Section One.

It is felt that the test selection chart below would be especially helpful when there is a need for remedial and on-the-spot instruction in a skill. Following such instructions, the chart will allow a quick selection of test items to determine the effectiveness of the learning. This is both a practice and a teaching situation that requires little time and might well be used frequently.

Fourth Grade

		L	M	W	H
I.	Sentences				
A.	Complete and Incomplete	43, 301	15	28, 29	126
B.	Kinds of Sentences	-	266	-	-
C.	Parts of Sentences: Subjects and Predicates	81	-	-	-
D.	General	81	16, 200 266	202,203 288,289 291	126,127 128,236 283
II.	Punctuation				
A.	Period	301	15	28, 30 64, 66	-
B.	Question Mark	-	15	-	-
C.	Comma	199,301 43,161	-	-	-
D.	Quotation Marks and punctuating direct quotations	199,301	-	170,171	-
E.	Apostrophe-contractions	-	95	290	169
	Apostrophe-possession	158	95	290	-
F.	Colon	-	-	-	-
G.	Exclamation point	-	-	-	-
H.	Underlining titles	-	-	238,239 288	-

Fourth Grade

		L	M	W	H
I.	Hyphen	-	-	-	-
J.	General tests in punctuation	43	266	28, 29, 288,289	16,168
III.	Capitalization				
A.	Beginning sentences	43	15	28,29,288	-
B.	Letter writing: All tests are listed under VII A: Mechanics of Letter Writing				
C.	Proper nouns and adjectives (Abbreviations: see Nouns, abbreviations, section V,A,4, in this table.)	-	-	28,30,104 105,238 239,290	-
D.	Titles	119	-	238,288	-
E.	Poetry	-	-	288	-
F.	Capital letters in quotations (See also Quotation Marks)	-	-	-	-
G.	General tests of capitalization	43,161 301	-	28,30 64,66 288,289	168
IV.	Paragraph	81,119 161	235,236	28,30 292	261,262 283
V.	Parts of Speech				
A.	Nouns, General	81,161 301	-	-	168,286
1.	Possessive nouns	158,161	95	290	-
2.	Singular and plural	158,161 302	-	-	-
3.	Common and proper	-	-	290	168
4.	Abbreviations of nouns	43	-	30	-

Fourth Grade

		L	M	W	H
B.	Verbs, General	81,161 237,301	267	-	206,287
	1. Contractions	237	95	256,290	169,258 285
	2. Principal parts of verbs and their usage	269,296 302	200	64,65 104,105 137,138 139,170 171,256 291	88,89 124,125 204,205 206,233 234,260 261,282 284
	3. Kinds of verbs	-	-	-	-
	4. Agreement, singular & plural	43	-	-	-
	5. Verb usage	-	-	202,203 105,106 238,291	207,235
C.	Adjectives	301	48	-	232,289
D.	Pronouns, General	158,161. 302	-	170	236
	1. Possessive	158	-	-	-
	2. Singular & Plural	-	-	-	-
	3. Subjects & Objects	-	-	137,138 256,257	-
E.	Adverbs, General	301	-	-	-
	1. Negative--words that mean no	269,302	-	137,138 291	206,259
F.	Preposition	-	-	-	-
G.	Conjunction	119	-	-	-
H.	Interjection	-	-	-	-
I.	Parts of Speech, General	81	-	-	-

Fourth Grade

		L	M	W	H
VI.	Words Study				
A.	Synonyms	237	-	-	-
B.	Homonyms	-	-	238,239	-
C.	Antonyms	-	-	-	-
D.	Words Study, General	119,269 296	-	-	232,236 288
VII.	Using Words Correctly				
A.	Using proper part of speech	237	-	65,66	260,288
B.	Mixed usage	-	94,95	-	287
C.	Verb usage: Tests are listed under Verb, principal parts of, and their usage, Sec. V,B,2, and Verbs, Usage, Sec. V,B,5 in this test index.				
VIII.	Mechanics of:				
A.	Letter writing, general	199,301	128	289	126,168
	1. Business Letters	199	128	-	-
	2. Friendly Letters	199	-	289	-
	3. Invitations	-	-	-	-
	4. Thank you	-	-	289	-
B.	Addresses--addressing envelopes	199	-	104,106	-
C.	Story writing	-	-	-	-
D.	Reports	-	-	-	-
E.	Outlines	-	-	64,65	-
F.	Announcements	-	-	-	-
G.	Proofreading (See also, Sentences, General)	-	-	292	285
H.	Dictionary and reference skills	119,269	-	64,66	-

Fifth Grade

		L	M	W	H
I.	Sentences				
A.	Complete and Incomplete	55,187	15	242,243 291	-
B.	Kinds of Sentences	143	16	291	-
C.	Parts of Sentences; Subjects and Predicates	55,184 273,261	16	75,77, 291	156,312
D.	General	-	15	131,291	122,123 311,320
II.	Punctuation				
A.	Period	-	-	-	-
B.	Question Mark	-	-	-	-
C.	Comma	187	-	242,243	193,283 318
D.	Quotation marks and punctuating direct quotations	184,187 361	202	75,77	155,314
E.	Apostrophe-contractions	231,361	81	290	282,318
	Apostrophe-possession	143,187	-	147,149 290	282,318
F.	Colon	-	-	-	-
G.	Exclamation point	-	-	-	-
H.	Underlining titles	-	-	-	-
I.	Hyphen	-	-	-	-
J.	General tests in punctuation	55,143 187	202	28,38	123,192 313,314
III.	Capitalization				
A.	Beginning sentences	55	16	15,38	-
B.	Letter writing: All tests listed under VII A: Mechanics of letter writing				

Fifth Grade

			L	M	W	H
	C.	Proper nouns and adjectives (Abbreviations: see Nouns, abbreviations, section V,A,4, in this table.)	101	-	15	314
	D.	Titles	101	-	38,242	-
	E.	Poetry	-	-	242	-
	F.	Capital letters in quotations (see also Quotation Marks)	187	202	-	155
	G.	General tests of capitalization	55,187	202	15,289	192,313 314,319
IV.		Paragraph	101,185	150,151 279	-	123,255 256,317 318
V.		Parts of Speech				
	A.	Nouns, General	-	-	-	312
		1. Possessive nouns	143,187 361	46	147,149 290	-
		2. Singular and plural	101,361	280	147,148 290	313
		3. Common and proper	361	46	-	192
		4. Abbreviations of nouns	101	-	-	-
	B.	Verbs, General	273,317 356	80	75,77 106,108	156,312
		1. Contractions	185,231	81	290	156
		2. Principal parts of verbs and their usage	143,317 356,361 362	-	11,74 76,106 108,174 175,197 198,202 226,227 292	82,84 153,154 225,226 310,315 316

Fifth Grade

	L	M	W	H
3. Kinds of verbs	-	80	-	-
4. Agreement, singular & plural	273	81	-	-
5. Verb usage	362	81	57,194 226,227	157,224 252
C. Adjectives	55,273 362	116	-	320
D. Pronouns, General	231,362	-	-	319
1. Possessive	-	-	-	-
2. Singular & Plural	-	-	-	-
3. Subjects & Objects	231	47	-	-
E. Adverbs, General	55,273 62	116	-	320
1. Negatives--words that mean no	273	117	-	83,153 253
F. Preposition	-	-	-	-
G. Conjunction	-	-	-	-
H. Interjection	-	-	-	-
I. Parts of speech, general	-	-	-	-
VI. Words Study				
A. Synonyms	-	-	-	-
B. Homonyms	231,362	245,279	38,39	-
C. Antonyms	-	-	-	-
D. Words study, general	244,245	279,280	74,76	-
VII. Using Words Correctly				
A. Using proper part of speech	-	-	-	154
B. Mixed usage	184,187 362	116	91,131 146,290 292	84

Fifth Grade

C. Verb usage: Tests are listed under Verb, principal pa[illegible], and their usage, Sec. V,B,2, and Verbs, Usage, Sec. V,B,5, in this test index.

VIII. Mechanics of:

		L	M	[illegible]	H
A.	Letter writing, general	184,187	-	289	313
	1. Business letters	-	-	226	-
	2. Friendly letters	-	-	289	-
	3. Invitations	-	-	-	-
	4. Thank you	-	-	-	-
B.	Addresses--addressing envelopes	362	-	-	-
C.	Story writing	-	-	-	317
D.	Reports	-	-	-	-
E.	Outlines	101	-	74,76 174,175	-
F.	Announcements	-	308	-	-
G.	Proofreading (see also, Sentences, General)	-	-	-	122,124 256,311 317
H.	Dictionary and reference skills	-	244,245	146,148	-

Sixth Grade

		L	M	W	H
I.	Sentences				
A.	Complete and Incomplete	-	22	27,28	152
B.	Kinds of Sentences	193,361	-	315	339
C.	Parts of Sentences: Subjects and Predicates	37,53 192,361	23	134,136 315	153,154 197,339
D.	General	53,147	-	-	338,342
II.	Punctuation				
A.	Period	-	-	-	-
B.	Question Mark	-	-	-	-
C.	Comma	188	-	236,237	229,316 343
D.	Quotation marks and punctuating direct quotations	147,193 362	192,193	134,136	194,390
E.	Apostrophe-contractions	-	111	-	317,343
	Apostrophe-possession	-	66	-	317,343
F.	Colon	-	-	-	343
G.	Exclamation point	-	-	-	-
H.	Underlining titles	-	-	-	-
I.	Hyphen	-	-	-	-
J.	General tests in punctuation	-	22,192 193	19,314	339
III.	Capitalization				
A.	Beginning sentences	-	-	-	-
B.	Letter writing: All tests are listed under VII A: Mechanics of letter writing				
C.	Proper nouns and adjectives (Abbreviations: see Nouns, abbreviations, section V,A,4, in this table.)	192	-	67,69 135,137	-

Sixth Grade

	L	M	W	H
D. Titles	-	-	208,209	-
E. Poetry	-	-	-	-
F. Capital letters in quotations (see also Quotation Marks)	-	192	134	194,340
G. General tests of capitalization	-	192,193	20,314	316,342
IV. Paragraph	97,147 225,343 346,362	260	-	198,289 346
V. Parts of Speech				
A. Nouns, General	97,192 361	-	-	195
1. Possessive nouns	193,361	66,193	68,70 273,274	-
2. Singular & Plural	77	65	67,69	-
3. Common & Proper	77,97 192	65	-	229
4. Abbreviations of nouns	77,97 192	193	-	-
B. Verbs, General	225,239 281	23,111 112	68,70	195
1. Contractions	-	111,112	-	-
2. Principal parts of verbs and their usage	267,281 361	-	21,55 68,70 145,204 236,237 261,262 316	262,263 264,344 345
3. Kinds of verbs	267,281	111	-	-

Sixth Grade

			L	M	W	H
	4.	Agreement, singular & plural	225,239	-	-	195,341
	5.	Verb usage	225,239 281	112	160,161	84,85 264,345
C.		Adjectives	37,53 192,321	155,156	100,102 273,274	86,347
D.		Pronouns, General	147,171 193,361	-	129	195
	1.	Possessive	-	-	-	-
	2.	Singular & Plural	-	-	-	-
	3.	Subjects & Objects	129,171 188	66	135,137 160,161 208,210	195,341
E.		Adverbs, General	37,53 192,343 356,362	155,156	100,102 273,274	347
	1.	Negatives--words that mean no	343,356	-	-	84
F.		Preposition	301,321 362	-	101,103	347
G.		Conjunction	301,321 362	-	101,104	198
H.		Interjection	-	-	-	-
I.		Parts of Speech, General	356	-	273,274 315	340
VI.		Words Study				
	A.	Synonyms	-	-	-	-
	B.	Homonyms	147	-	-	-
	C.	Antonyms	147	-	-	-

Sixth Grade

	L	M	W	H
D. Words Study, General	97,193 239,281 321	230,231 295	-	-
VII. Using Words Correctly				
A. Using proper part of speech	-	-	-	-
B. Mixed Usage	-	-	14,68 91,98 101,103 104,234 316	338
C. Verb Usage: Tests are listed under Verb, principal parts of, and their usage, sec. V,B,2, and Verbs, Usage, sec. V,B,5, in this test index.				
VIII. Mechanics of:				
A. Letter writing, General	362	-	314	228,342
1. Business letters	356	-	27,29 314	343
2. Friendly letters	239	-	-	342,344
3. Invitations	-	-	-	-
4. Thank you	-	-	160	-
B. Addresses--addressing envelopes	-	-	-	-
C. Story writing	-	261	-	-
D. Reports	281	-	-	288,289
E. Outlines	-	-	-	-
F. Announcements	-	-	-	-
G. Proofreading (see also, Sentences, General)	-	294	-	152,198 346
H. Dictionary and reference skills	77,129 193,362 230,231	314	208,210	-

SECTION TWO

TEACHING SKILLS OF WRITTEN COMPOSITION

INTRODUCTORY STATEMENT

The activities suggested here are intended to help the teacher carry out a program of instruction in written composition. Skills to be contained in the program are derived from State-adopted texts and are outlined in Section One of this sourcebook.

Since much of the development of skill in written composition involves abstract understandings and ideas, it is strongly recommended that visual and auditory aids be used in presenting them.

Obtaining and constructing audio-visual aids is a time-consuming process. The use of visual aids such as charts involves their making, and it is suggested tha pupils can and should participate in the construction of needed charts and devices. In so doing, they will be practicing skills of written composition in a purposeful situation.

Many of the activities in this section appear purely in the nature of practice or drill. While it is true they can be used in this manner, in this section stress is placed upon their use as teaching devices. They are either used directly in initial teaching or used under direct teacher supervision immediately following brief instruction, the thought being that the teacher then can observe the extent instruction has been effected by allowing the student to demonstrate his proficiency. It is assumed that the practice period should be relatively brief and immediately interrupted should the necessity for further instruction be indicated.

Special Note: If there is no activity for a specific sub-heading, see the activities under General Usage.

I. Sentences

A. Complete and incomplete

1. Activity - Game

Materials - None

Procedure - Divide the group into two teams. Teams stand or sit facing each other. A pupil on the end starts by asking a question of the person opposite him and states whether he wants the answer as a complete or incomplete sentence. If the form of the answer is correct, a point is given to the team which answered. The pupil who answered then asks a question of the one opposite him and states what kind of answer he wants. Continue down the line. Points are given for each correct answer. The team with the most points wins.

Example: Question - What day is this? Incomplete

Answer - Thursday

Question - What is your name? Complete

Answer - My name is Casper.

B. Kinds of Sentences

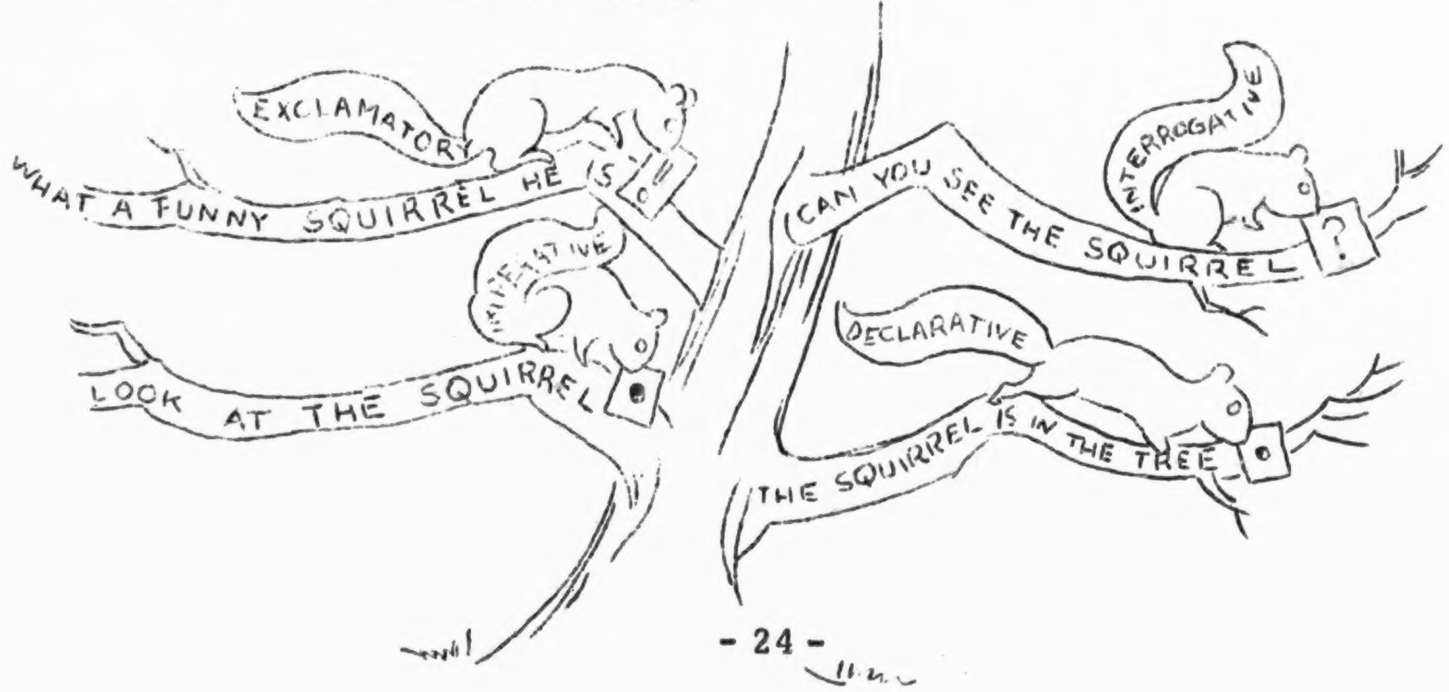
1. Activity - Use of visual aid for teaching declarative, interrogative, exclamatory and imperative sentences.

Materials - Construction paper, scissors

Procedure - Preparation: Pupils may help make the following materials: a large tree with at least 4 limbs, 4 squirrels, 2 periods, a question mark and an exclamation mark which the squirrels could be "carrying." (See diagram) Label one squirrel declarative and put a period in his mouth. Label one interrogative and put the question mark in his mouth. Label the last squirrel exclamatory and place the exclamation mark in his mouth. Write a declarative sentence on one branch, an interrogative on one, an imperative on one, and an exclamatory on one. Mount the tree on the bulletin board or flannel board.

Use the tree to teach the different kinds of sentences, placing each squirrel in its proper place when its sentence is being considered.

For follow-up the pupils may make oral sentences and indicate which squirrel matches each sentence.


EXCLAMATORY
WHAT A FUNNY SQUIRREL HE IS
IMPERATIVE
LOOK AT THE SQUIRREL
INTERROGATIVE
CAN YOU SEE THE SQUIRREL
?
DECLARATIVE
THE SQUIRREL IS IN THE TREE

I. Sentences

C. Parts of sentence

1. Activity - Charades for teaching subjects and predicates

Materials - None

Procedure - Each pupil acts out a noun-verb combination, (simple subject and predicate), such as "moose eats." When the noun part is guessed, write it on the board and follow the noun with the verb when it is guessed. After several of the noun-verb combinations are on the board, have the pupils write sentences using the combinations as frameworks. For example: "moose eats" on board. Pupil writes -- "The large moose eats willow twigs."

2. Activity - Film strip

Materials - Film strip No. 356 "Subject and Predicate," available to State-operated schools from Alaska Department of Education, Anchorage Office.

Procedure - (See suggested procedure, Section One, page 8)

D. General usage

1. Activity - film strips

Materials - Film strips No. 197 "The Sentence" and No. 1195 "Sentence Construction," available to State-operated schools from Alaska Department of Education, Anchorage Office.

Procedure - (See suggested procedure, Section One, page 8)

II. Punctuation

A. Period

1. Activity - See I, B, Activity 1.

B. Question Mark

1. Activity - See I, B, Activity 1.

D. Quotation Marks

1. Activity - Use of comic strips to teach use of quotation marks.

Materials - Comic strips

Procedure - Have the pupils bring to class their favorite comic strips. After teaching the use of quotation marks, have the pupils write out the comic strip speeches, using the speaker's name and what he said.

G. Exclamation Mark

1. Activity - See I, B, Activity 1.

H. Underlining Titles

1. Activity - Use of a chart for teaching underlining of titles

Materials - Chart for bulletin board

Procedure - At the beginning of the school term, have one of the more capable students make a chart listing the titles and authors of the new library books. Underline the book titles. Put the chart on the bulletin board. Use the chart to teach the need of underlining titles when listed with the author or written in a sentence. Point out that italics are often used in books and magazines.

J. General Usage

1. Activity - Use of visual aid for teaching punctuation marks.

Materials - Construction paper, scissors, chart paper, felt pen or crayons.

Procedure - Preparation: Have some of the pupils help create the "Punctuation Family" by cutting punctuation mark shapes out of black construction paper. Mount these shapes on light-colored construction paper and draw in stick figure arms, legs and head. Cut out roughly around the figures. Write the punctuation ditties on chart paper and paste the appropriate member of the "Punctuation Family" on each one. These large pages can be used on a chart rack or mounted on the bulletin board.

Teacher Use - Use the poems and figures to create interest in learning the uses of punctuation marks. Each page may be used separately when the initial teaching is done, or they may be used together for review. The teacher may wish to adapt the visual aid to her own situation. The following is a suggested plan:

a. Discuss the forms of the punctuation marks.

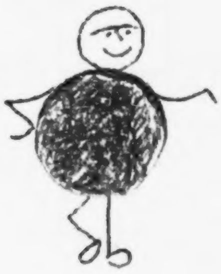
b. Read the ditties for fun and instruction.

c. Write sentences on the board illustrating the use of each mark.

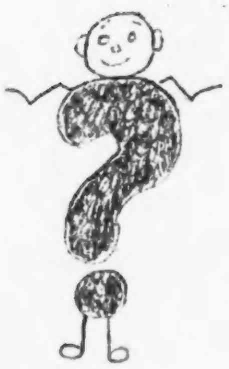
d. The pupils may practice further by writing sentences of their own.

II. Punctuation

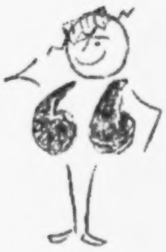
The Punctuation Family

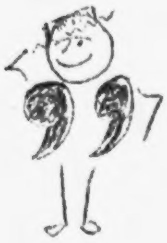


My friends call me Period,
You'll find me at my station
At the end of every statement,
Command, and abbreviation.

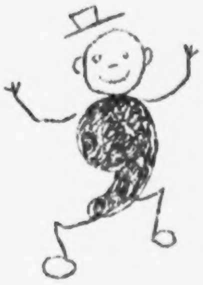


Question Mark is my name,
You'll always find me home
At the end of every question.
Never do I roam.

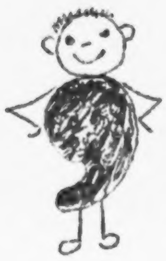




We're the Quotation Mark Twins.
We usually hang around
Exactly what someone has said,
And we're always off the ground.



My name is Mr. Comma,
I like to skip around
In dates, addresses and sentences
I am very easily found.



I am called Apostrophe,
My brother Comma resembles me.
But off the line I do my actions
In most possessives and all contractions.

II. Punctuation

My name is Exclamation Mark,
I live in very lively places,
After exciting words and sentences
Which bring surprise to people's faces.

I'm a guy called Hyphen,
I help a word to show
There wasn't room for all of it
So the rest is down below.

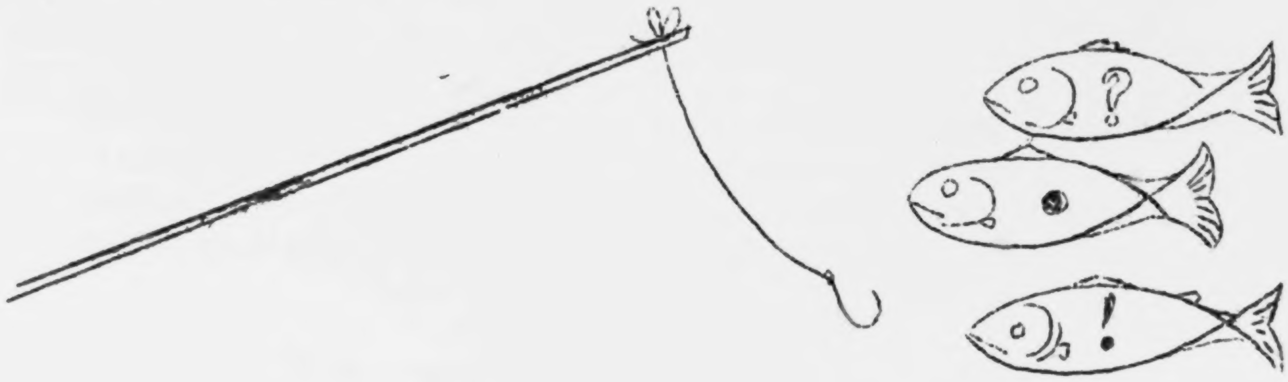
2. Activity - Fishing for a punctuation mark.

Materials - Construction paper, felt pen, several sticks three feet long, cord, box, magnets or blunt hooks, and chalkboard.

Procedure - As a group project have students construct fishing poles from sticks and line. Fish should be cut from construction paper and each marked with a period, question mark, or exclamation point.

Present and explain the uses of the three punctuation marks. Compare the fishing pole to a sentence searching for a punctuation mark. Set up a partition with a pupil in back of it in charge of the fish. Each student of the group is given a fishing pole and drops his line behind the partition. The pupil in charge of the fish selects at random a fish bearing a punctuation mark and attaches it to a line. Each line gets a fish. When the student pulls in his punctuation mark he is to write a sentence on the blackboard, correctly using this mark. If he writes a correct sentence he is allowed to keep his fish and go for more. If he does not write a correct sentence he must "throw his fish back" and try again. At the end of the game the student with the most fish wins.

This activity can also use magnets tied to the end of the line and paper clips or staples attached to the fish. This would eliminate the student in charge of the fish -- however, there is the possibility that more than one fish will become attached to the line.



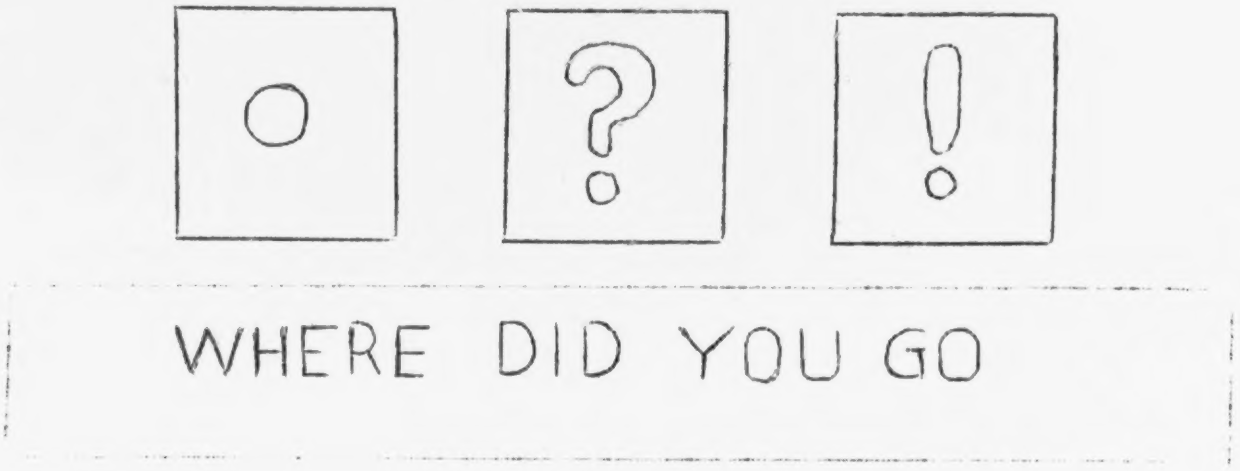
3. Activity - "Cards Up"

Materials - Oaktag and felt pen.

Procedure - As a project, have a group of students cut 10"x 10" cards from the oaktag. Divide these cards into three equal stacks and mark each stack with one of the three punctuation marks. The students should then cut strips of oaktag 24" x 4" using these to write out sentences minus the ending punctuation.

When presenting these final punctuation marks, the teacher should display cards with each of the marks. Their function may be illustrated with the use of sentences minus the ending punctuation and have students put on the correct symbol.

As a review and testing procedure, the teacher provides each pupil with a pack of three cards containing the three punctuation marks. The teacher or a student stands before the group and holds up cards containing sentences minus ending punctuation. At a given signal, the students hold up the card with the punctuation they feel is correct. When the group displays enough skill in this game, the teacher may instruct them to write their own sentences, using the correct punctuation marks.



II. Punctuation

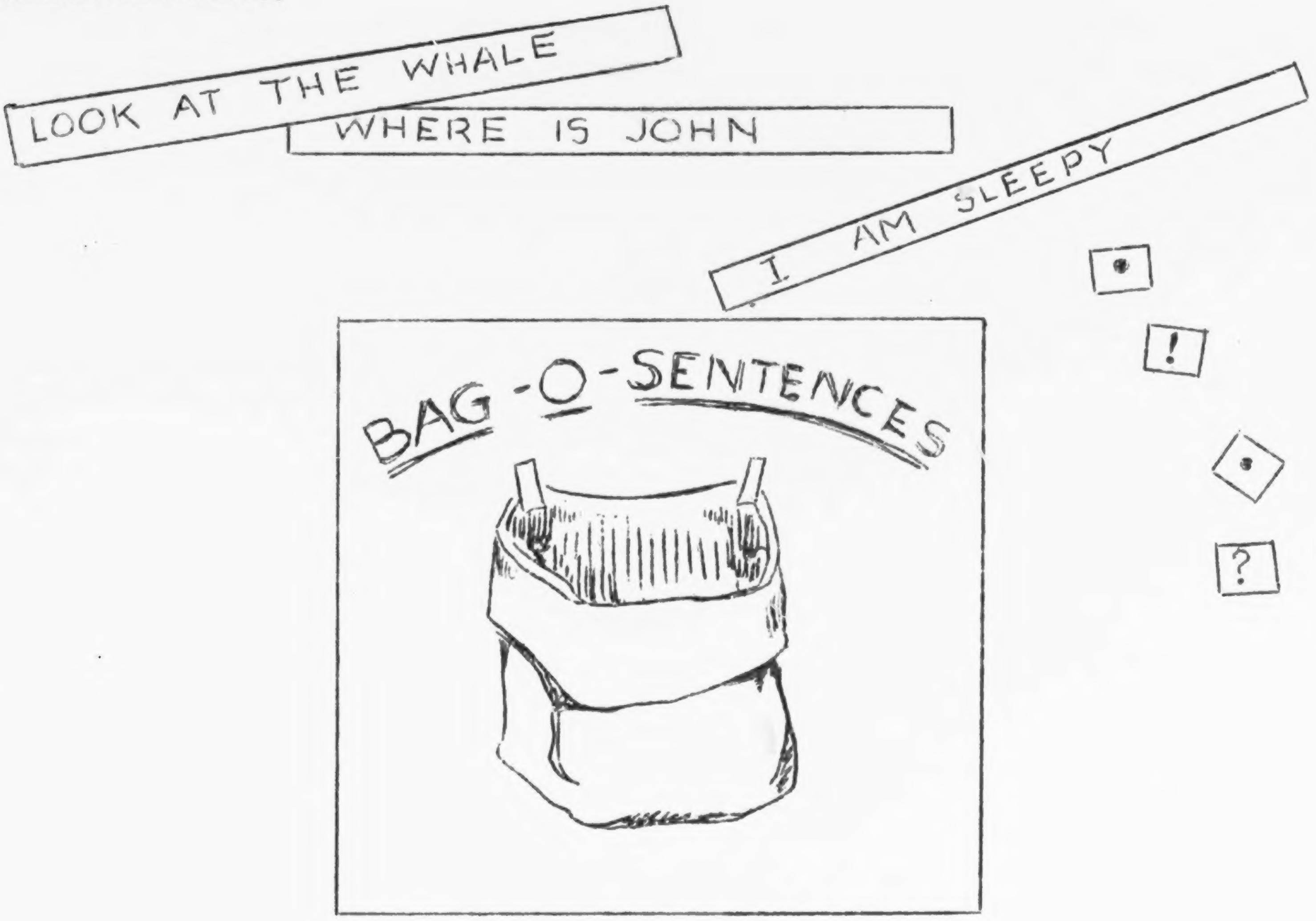
4. Activity - "Grab Bag" for teaching end punctuation marks.

Materials - Construction paper, felt pen, shopping bag, chalkboard.

Procedure - Have students, as a group project, cut strips 12"x4" from construction paper and write on sentences minus ending punctuation marks. A shopping bag should be shortened and mounted on a stiff piece of oaktag. Several small cards should be cut out and marked with periods, question marks, and exclamation marks.

During the presentation of the three ending punctuation marks the teacher may place sentence cards along the chalkholder of a blackboard, illustrating the uses of each mark by placing the correct punctuation card at the end of each sentence.

As practice and testing, the sentence cards are then placed in the mounted bag and mixed up. The students then select a sentence, write it, and put in the correct punctuation. Each child then reads his sentence, quizzing the others as to the correct ending. Afterwards the student shows the mark he placed. In this manner the teacher may check the comprehension of the student and the group of punctuation marks.



III. Capitalization

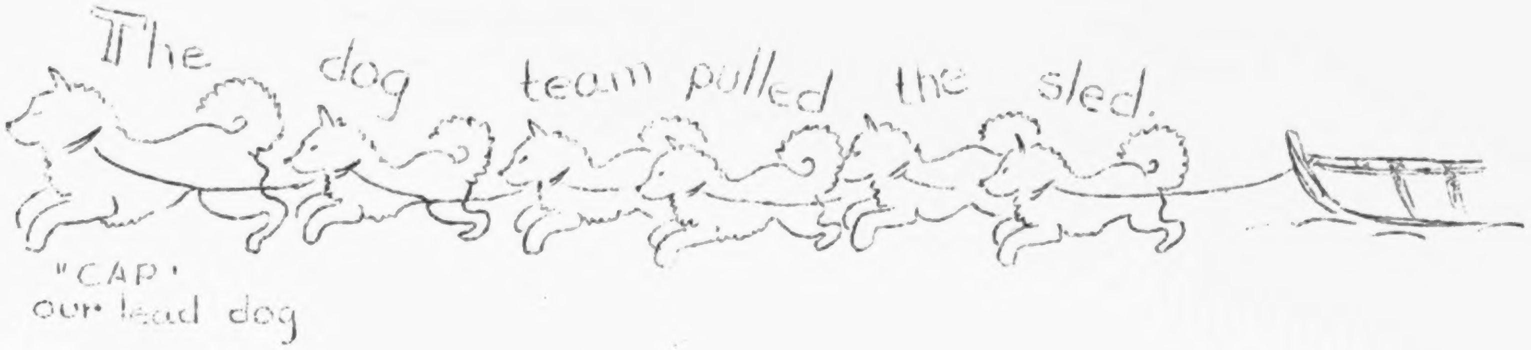
A. Sentences

1. Activity - Use of model dog team to illustrate the use of capitalization in sentences.

Materials - Chalkboard, construction paper, flannel, feltboard.

Procedure - From construction paper cut a model dog team. (Students should participate in making this model.) Cut out one dog much larger than the rest. Back these dogs with flannel. On the blackboard write a simple sentence. Place the feltboard beneath the sentence. Compare a dog team with a sentence in that (1) both require members working together as a team to be effective; (2) both must have a leader to show us where they begin; and (3) both leaders must stand out and lead the others. The leader of this team is the large dog. His name is "Cap," for capital. All sentences should begin with a "capital." As the teacher explains, she places the large dog beneath the first word. The smaller dogs should be placed beneath the smaller words.

After the above illustration, request the students to write their own sentences on paper and draw stick figure dogs to go beneath the words. The teacher should watch carefully to ascertain whether further teaching is needed. (See drawing below for a clearer idea.)


The dog team pulled the sled.
"CAP"
our lead dog

This activity may be further developed to include the capitalization of proper names and titles.

D. Titles

1. Activity - Writing the titles of books.

Materials - Have the children bring large colored pictures that they have cut from magazines.

III. Capitalization

Procedures - The teacher should have several pictures of her own to present the lesson. Show the pictures, one at a time, and ask the children to imagine that each picture is the illustration on a book jacket. They are to make up a title for a book to go with the picture. Put several pupil-suggested titles on the board. Emphasize the use of proper capitalization and of brief descriptive titles. Have each child put his name on the back of his picture, make up a title to go with his own picture, and write it down on his paper. After a three-minute interval, have the picture passed to the next person for the same procedure. The teacher should circulate among the children to give help where needed.

E. Poetry

1. Activity - Use of poems clipped from magazines to teach capitalization in poetry.

Materials - Have the children find four poems in magazines, clip them out, and paste them on their sheet of paper.

Procedure - The teacher gets the children into a group and has them pass their collections of poems around to give the others a chance to look at many examples. After this has been done, the teacher leads a discussion on how capitalization was used in writing poetry.

a. Were just the first words in sentences capitalized?
b. What determined where the printed line stopped?
c. What happened when a sentence began in the middle of a line?

The teacher should dictate a short, simple poem for the pupils to write. These can be proofread by the pupils for proper capitalization.

2. Activity - Use of poem to teach capitalization in poetry.

Materials - Poem written on large paper for bulletin board or chart display.

Procedure - Use the following ditty:

Writing poems is lots of fun,
Nothing could be better.
Remember to begin each line
With a capital letter!

For follow-up work, a class poem may be written on some topic the children choose. This would be written on the blackboard. The children may copy it or try to write poems of their own for extra practice.

III. Capitalization

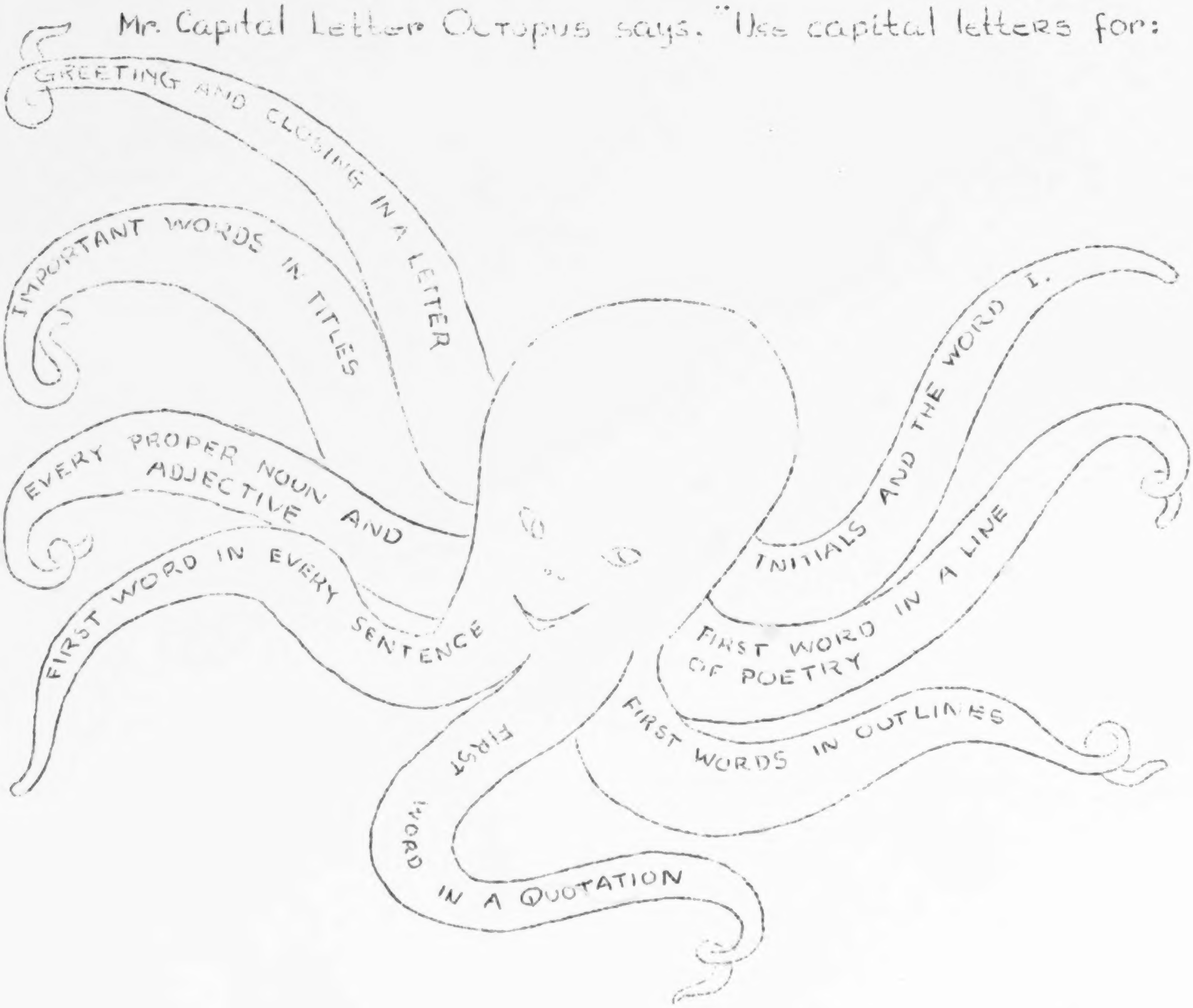
F. General Usage

1. Activity - Use of visual aid for teaching capital letters.

Materials - Butcher paper, felt pen, crayons.

Procedure - (a) Two children can fashion an octopus from butcher paper for display purposes, or (b) each child can make a part of the octopus to be assembled later.

Use - (a) the teacher can do the lettering either all at once, or day by day, as she reviews particular areas. (b) The children can write sentences and then tack them to the leg that applies to the capitalization principle used.


Mr. Capital Letter Octopus says. "Use capital letters for:
GREETING AND CLOSING IN A LETTER
IMPORTANT WORDS IN TITLES
EVERY PROPER NOUN AND ADJECTIVE
FIRST WORD IN EVERY SENTENCE
FIRST WORD IN A QUOTATION
FIRST WORDS IN OUTLINES
FIRST WORD IN A LINE OF POETRY
INITIALS AND THE WORD I.

IV. Paragraphs

1. Activity - Use of stick figures to illustrate the division of a story into paragraphs.

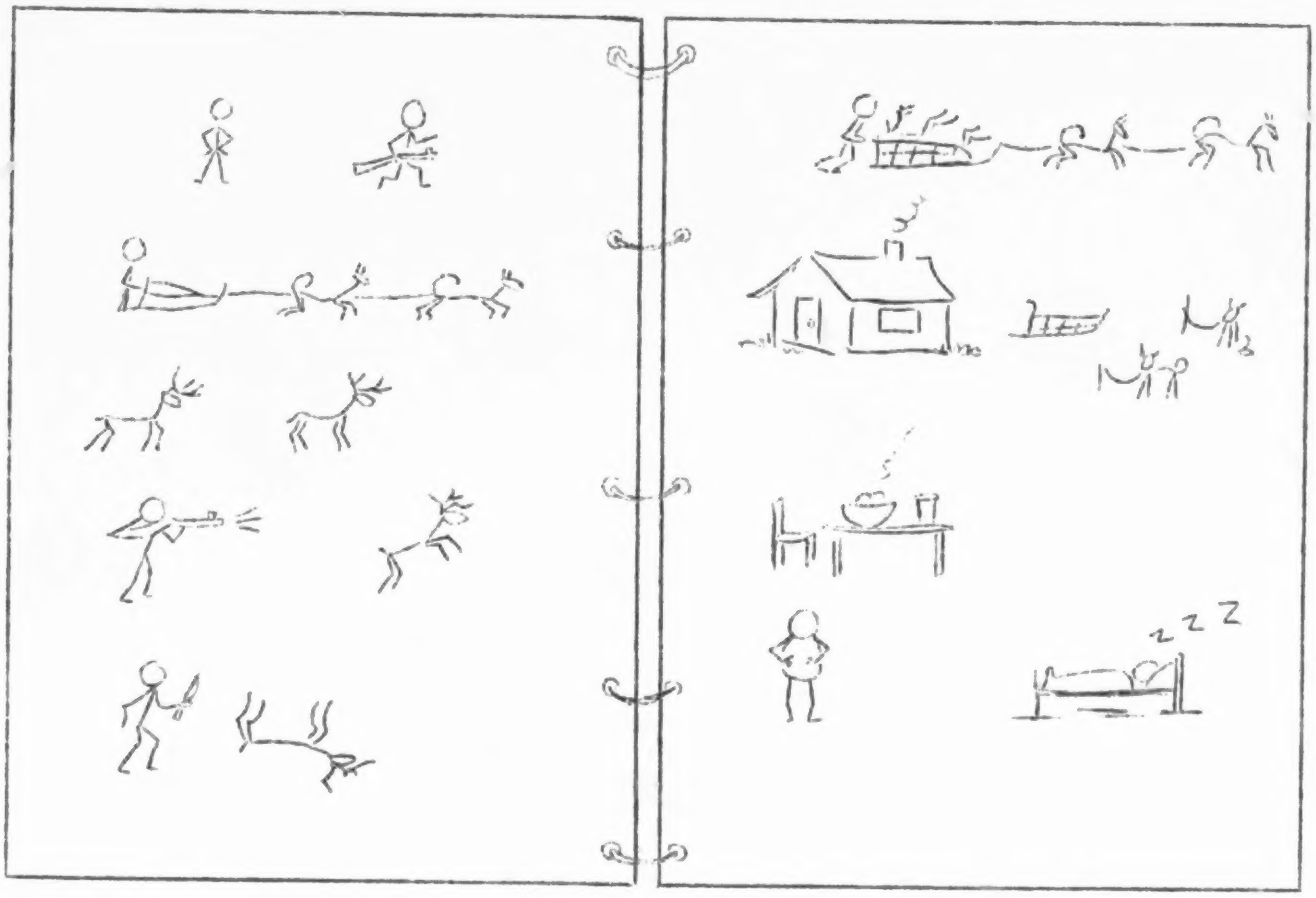
Materials - Three or four sheets of oaktag, felt pen, and twine.

Procedure - Bind sheets of oaktag to form a large book. Select a short well-known story and illustrate it with stick figures. Each page should contain a main division of the story (See diagram below.)

Display the picture story to the group, asking them to interpret the story as they see it in pictures. When sufficient interest has been generated, assign each student a page of the book to develop into a paragraph. Explain indentations by indenting the first figure on the page.

When the children have completed their paragraphs, assemble the group and ask each to read his paragraph as it appears in the story. The group should be encouraged to comment upon the merits of each paper. If need be, selections could be rewritten to coordinate with the story. When the story is complete, assemble the papers, binding them into a booklet to be placed on a reading shelf for further study and enjoyment.

(The construction of this book could be turned over to older students as a group project.)



V. Parts of Speech

A. Noun

1. Definition

1. Activity - Filmstrip

Materials - Filmstrip No. 198 "Meet a Noun," available to State-operated schools from Alaska Department of Education, Anchorage Office.

Procedure - (See procedure in Section One, page 8)

2. Activity - Filmstrip

Materials - Filmstrip No. 358 "Nouns," available to State-operated schools from Alaska Department of Education, Anchorage Office.

Procedure - (See procedure in Section One, page 8)

B. Verb

1. Definition

1. Activity - Game, "Alphabetical Verbs."

Procedure - Have the children sit in a circle. One pupil starts by saying, "A was an apple pie. A ate it." The next pupils follow with "B baked it." "C cooked it," etc., on through the alphabet or as far as the pupils can go. When someone misses, go on to the next person.

2. Activity - Use of flash cards as a teaching device.

Materials - Flash cards (any set of vocabulary word cards could be used.)

Procedure - After the teacher has had a brief introduction on the definition of verbs, she would get out the set of flash cards she has chosen beforehand. The set should consist of verbs and a sprinkling of nouns. The teacher holds up the top card so all the children see it. The first hand up tells whether the word is a verb or a noun. If the answer is correct, the teacher goes on to the next word. If the answer is wrong, the teacher should explain again what a verb is and try the next word. She continues in this fashion until the children consistently give correct answers.

V. Parts of Speech

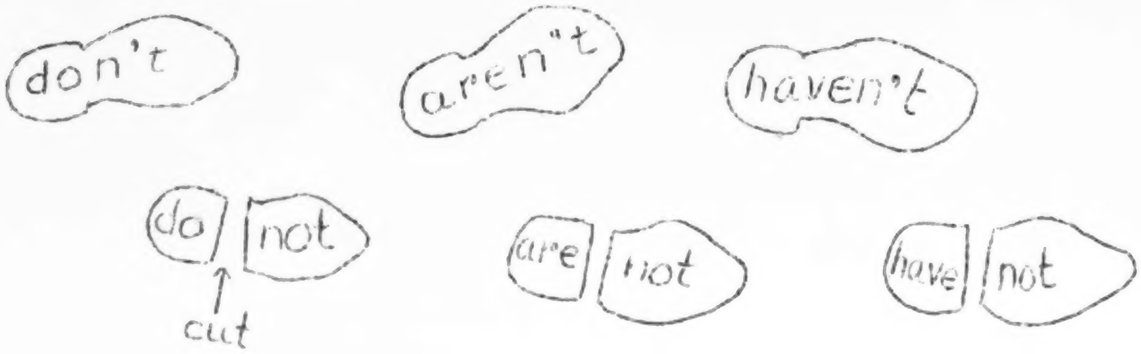
B. Verb

2. Contractions

1. Activity - Use of visual aids in teaching contractions.

Material - Construction paper, felt pen, crayon.

Procedure - Make several contraction footprints for demonstration. Tack them up around the room as they are needed for the lesson. Each child can use his own shoe for a pattern and make footprints choosing his own contractions. When made of colorful paper, the footprints are a room decoration as well as a device for teaching.



C. Adjectives

1. Activity - Film strip

Materials - Filmstrip No. 357 "Modifiers--Adjective and Adverb," available to State-operated schools from Alaska Department of Education, Anchorage Office.

Procedure - (See procedure in Section One, page 8)

2. Activity - Game naming "describing" words.

Materials - Beanbag.

Procedure - Write a noun on the board (e.g., dog, sunset). Ask the children to raise their hands when they have thought of a word which describes the noun. Choose a child to come to the board to act as recorder. He is to write the words suggested by the class. As the words are offered to the children, subject each word to close class scrutiny. Either reject them or have them put on the board, explaining why each is or is not a descriptive word. Bring out and stress the concept that such words are adjectives. Write a second noun on the board. Dismiss the recorder. Instruct the children that each one is to raise his hand as he thinks of an adjective. Toss the bean bag to such a child. He gives his adjective and tosses the bag to another child who has his hand up. All children are given one turn. Write another noun on the board, etc.

D. Pronouns

1. Activity - Use of visual aid in teaching pronouns.

Materials - Have pupils cut pictures of people and objects from magazines and mount on pieces of stiff paper, one picture to a sheet.

Procedure - Show the pictures one by one. Have the pictures identified;, e.g., girl, spruce hens, gun. Pupils are then directed to think of words which could be used in place of the names of the people or things (for a girl, she or her; for spruce hens, they or them; for gun, it). Develop the concept that pronouns are words used in the place of nouns.

E. Adverbs

1. Activity - Film strip. See first activity under V.C.Adjectives.

G. Conjunctions

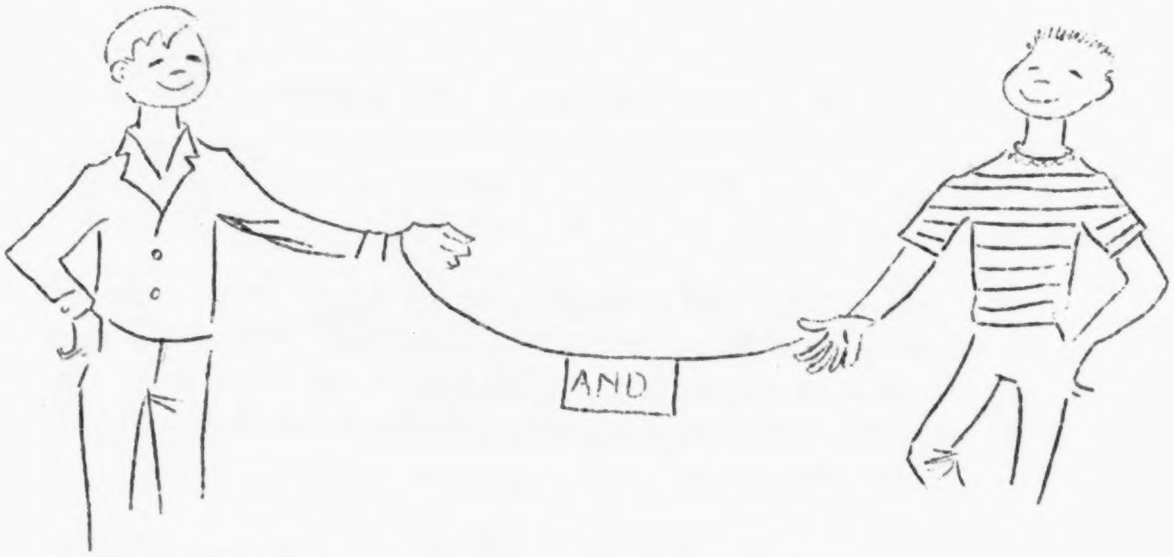
1. Activity - Using cord to "tie together" parts of a sentence.

Materials - Twine, oaktag, and a felt pen.

Procedure - As a project, have a group of students cut 6"x5" cards from oaktag. Have conjunction words printed in large letters on the cards and pieces of twine approximately 2' long attached to each card. Place these cards on a display board under the title "Conjunctions."

When presenting the concept of conjunctions to a class, compare them to pieces of rope or twine used to tie things together. Have two pupils stand before the class and on the blackboard write two related sentences concerning each pupil. Ask the class to think of a way to join the two sentences into one. The first pupil to suggest a conjunction should then remove the appropriate card from the display board and tie one end of the cord to the wrist of the first student and the other end to the second student. (Refer to diagram below.) Students should then be encouraged to write their own sentences using conjunctions and continuing this activity.

SAM HAS BLUE EYES AND JOE HAS BROWN EYES.



I. General Usage

1. Activity - Film strip.

Materials - Film strip No. 1194 "Parts of Speech," available to State-operated schools from Alaska Department of Education, Anchorage Office.

Procedure - (See procedure in Section One, page 8.)

2. Activity - Listening to record.

Materials - Record, Billy, the Lost Noun, an introduction to the identification and recognition of the eight parts of speech in entertaining story form. 12" 33-1/3 rpm. $4.98. Source--Educational Record Sales, 157 Chambers Street, New York 7, N.Y.

Procedure - Follow suggestions in the manual included with the record.

VI. Words

D. General Usage

1. Activity - Use of visual aid for teaching synonyms, antonyms and homonyms.

Materials - Butcher paper, paints, gray construction paper.

Procedure - Preparation: Use an opaque projector or have pupils with artistic ability paint 3 large caribou(without antlers) on butcher paper. Label one caribou "synonym," one "antonym," and one "homonym." Under the antonym caribou write at least two antonym pairs which could be applied to the caribou; e.g., large-small, dark-light. Do the same with the synonym caribou; e.g., hide-skin; and the homonym caribou; e.g., meat-meet, nose-knows. Fasten the animals to the bulletin board. Cut several sheets of gray construction paper into 1 x 3" pieces.

Use the caribou display to teach about homonyms, antonyms and synonyms.

Divide the class into 3 groups. Give each group several of the small pieces of gray paper. One group will write synonym-pairs on the small papers and use them to "grow" antlers on the synonym caribou. The other groups will do the same for antonyms and homonyms. (The word pairs do not have to be related to the caribou.) The group whose caribou has the largest spread of antlers after a brief period wins. The instructional period is ended by the teacher and pupils going over the "antlers" of each side to check for accuracy. The competitive aspect of this activity should stimulate the pupils' interest in checking, thus resulting in re-enforcing their understanding of synonyms, homonyms and antonyms.

VII. Using words correctly - Usage

1. Activity - Use of visual aid for teaching and reviewing correct usage.

Materials - Construction paper, butcher paper, felt pen or crayons.

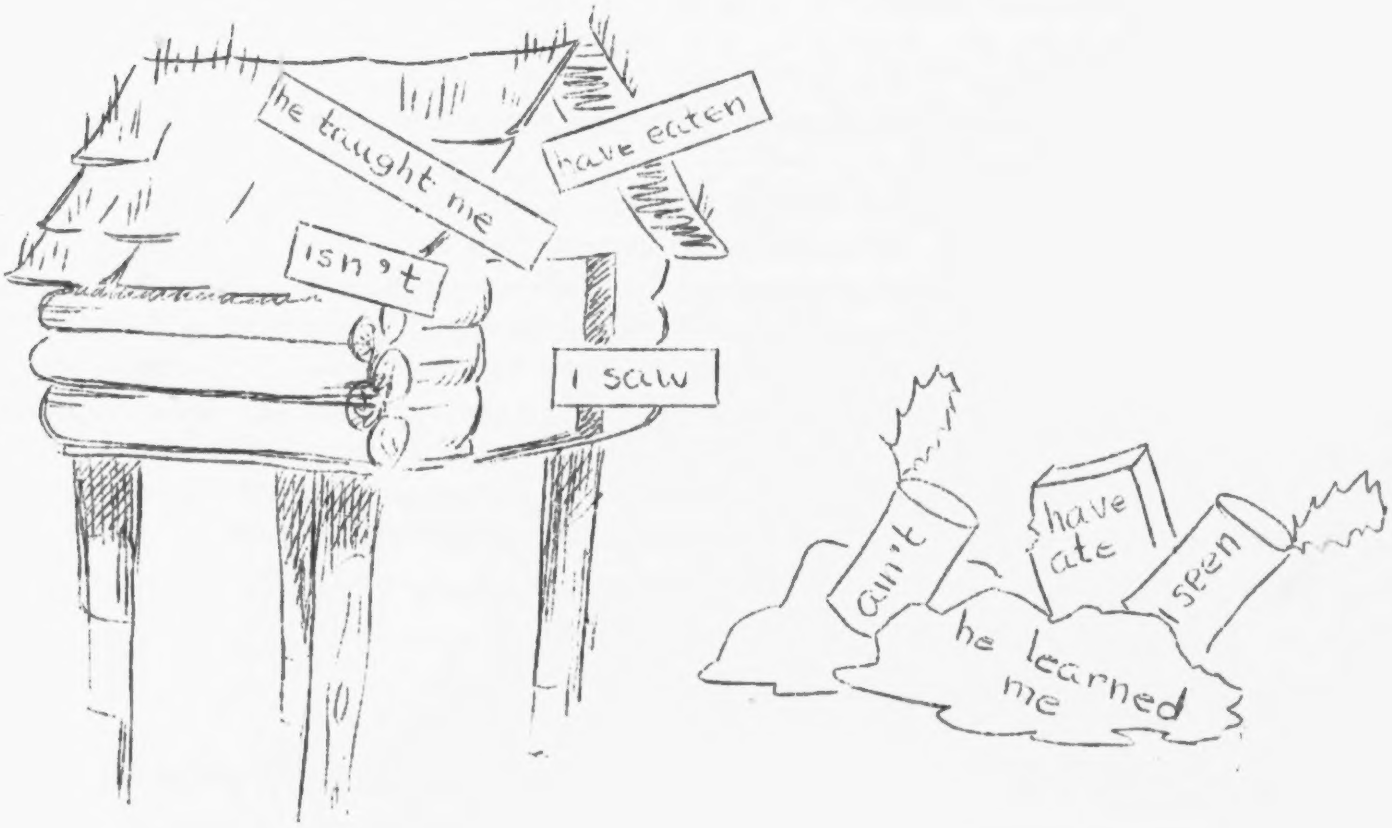
Procedure - Preparation: Have the pupils make a cache out of construction paper or a box which can be fastened to the bulletin board. Cut out the doorway. Cut several shapes of items found in a trash pile; e.g., tin cans, pieces of wood, boxes. On a large piece of butcher paper, write "Where does it belong? In the cache or in the trash?" (See illustration on next page) Have the pupils write on the trash items some of the errors of usage they have made in their recent written work. On strips of paper for the cache, write the correct form.

Let the pupils arrange the bulletin board with the above materials. More items can be added any time errors are found and corrected.

Teacher use - Use the display to create interest and help teach specific problems in usage. Emphasis should be on the correct forms. Illustrate the correct use of each. Let the pupils use the correct forms in oral sentences.

WHERE DOES IT BELONG ?

IN THE CACHE OR IN THE TRASH



VIII. Mechanics of:

NOTE: Only a few activities are given in this section as we feel that the skills to be learned will carry their own motivation; e.g., teaching the business letter. Here each student will actually be writing letters to business firms. He should, therefore, be strongly interested as the teacher presents a lesson on this topic. Practice would also be well motivated because it would involve the actual writing of rough drafts of the letter to be sent.

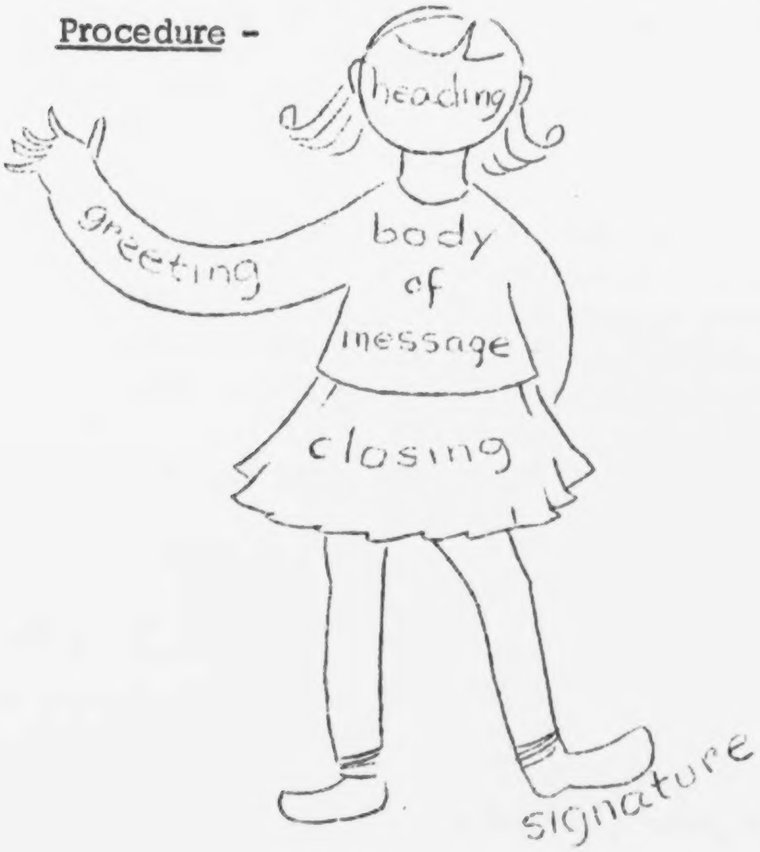
A. Letter writing

1. Friendly

1. Activity - Teaching the parts of a letter.

Materials - Construction paper, felt pen, crayons

Procedure -



(a) The teacher draws the above figure on the chalk board as she presents the subject of friendly letter writing.

(b) As a comprehensive class effort, the children make a large figure of colored construction paper for a display bulletin board. A different part of the body can be made by different children or small groups.

(c) Let each child make his own figure of different colored construction paper and paste on a sheet of paper.

(d) The teacher can make ditto copies to use for testing or reteaching.

B. Addresses

1. Activity - Have students find a particular place through mechanics of letter addresses.

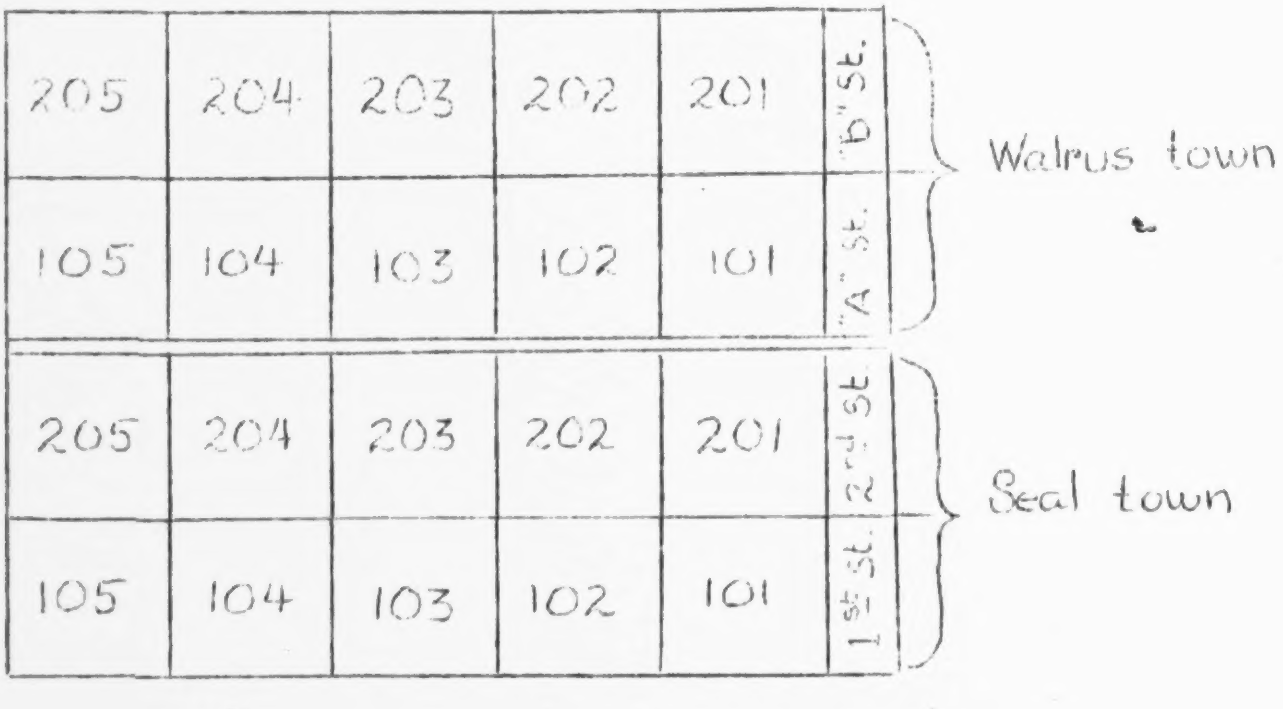
Materials - Chalkboard, chalk, construction paper and felt pen.

Procedure - On the chalkboard draw a large model of an envelope, leaving blanks in place of the address. Divide the class into two sections, giving each section the name of a town, such as Seal Town and Walrus Town. Subdivide the towns by rows into streets, giving each street a name or number and each desk a house number for that street. These numbers should be indicated by folded cards on each desk.

On the chalkboard, draw a diagram of the room, displaying the names of towns, streets, and house numbers. Explain this division to the class as the entire room representing Alaska and the two main groups of towns in Alaska. Using the chalkboard envelope, explain address mechanics. Fill out the address of a student, leaving out the proper name. Have another student find this child by following the address and return to the board to fill in the correct name. Go through this procedure three or four times to be certain that the students have the idea.

Ask all the students to write their address--using a fictitious name -- on a slip of paper. Drop the papers into a box, then draw slips, requesting each student to find the person to whom the address belongs. The remainder of the class checks to see if the right address is located.

This activity will develop understanding as well as skills in the mechanics of addresses. (See diagram below for chart to be placed on board.)



205	204	203	202	201	"B" St.
105	104	103	102	101	"A" St.
205	204	203	202	201	2nd St.
105	104	103	102	101	1st St.

Classroom seating arrangement

B. Addresses

2. Activity - Use of mail order envelopes to teach proper form of address.

Materials - Mail order envelopes.

Procedure - Have each child bring to class a mail order envelope. Use the envelope to teach proper form of addresses. Stress capitalization, address form and punctuation. Have the pupils practice by writing their own names and addresses on the return address blanks.

C. Story writing

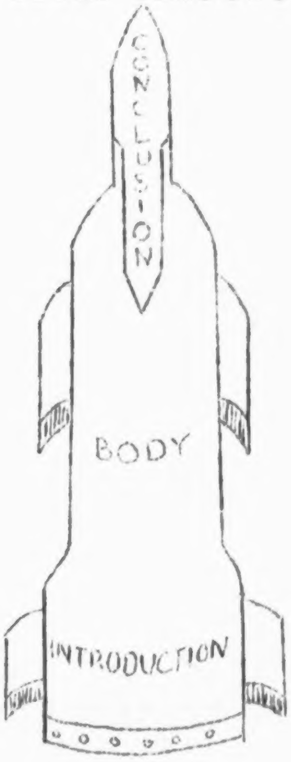
1. Activity - Building a rocket to explain the functions of the three main divisions of a story.

Materials - Feltboard, flannel, construction paper and colors.

Procedure - As a group project have students draw the model of a three-stage space rocket, making each stage a different color. The bottom stage should be marked "introduction," the second stage "body," and the top section "conclusion." The rocket should then be cut out and divided into three stages. (See diagram.) Each stage of the rocket has a small dab of flannel glued to its back.

Compare a story to a space rocket, explaining that each must have (1) something to get it started, (2) something to move it along its course, and (3) something to make it reach its goal. Explain that all three stages must function smoothly or the goal of sharing thoughts and ideas can never be reached. Illustrate by telling a short story with one phase undeveloped and discuss why the "rocket" failed. Select short stories, requesting the group to find each of the main divisions. When this ability has been demonstrated, have the pupil write his own short story using the stages as a guide.

STORY STRUCTURE



E. Outlines

1. Activity - Using titles of books to teach outline form.

Materials and preparation - The day before the teacher plans to teach the outline form, she gives each child 3 pieces of paper about 1" x 7" and asks him to write the titles of 3 books they've enjoyed reading, one title to a piece of paper. She tells them to try to choose books from different areas, rather than all fairy tales or all sports stories. Have the children leave a large margin on the left. Have some extra pieces of paper for use the next day in writing broad headings and a cork board or pocket chart for holding the pieces.

Procedure - The teacher puts up all the book titles (not organized), and has the students help her decide what areas are represented; i.e., sports, mysteries, etc. These headings should be written down and placed on the table. The children take down their titles and put them in the appropriate piles. The teacher and the other students help make sure these are in the right place. If the children are not sure, there is discussion about where the title should go. When this has been completed, the teacher helps the children develop an over-all title for these materials; e.g., Books We Have Read. She then uses all these pieces to show the children how to organize an outline. The children can put up these pieces, first using a heading, and then putting in the titles that belong under each subject. After the pieces are all in place, the teacher shows the children the proper form for numbering and lettering.

These pieces could be used at other times by children who need more practice in outline form.

F. Announcements

1. Activity - Use of a visual aid for teaching what should be included in an announcement.

Materials - "Second-hand" poster (movie, rummage sale poster, etc.)

Procedure - Use an outdated poster to teach the basic facts which need to be included in an announcement. Have the pupils find the "who," "what," "when," and "where" on the poster. Stress the need for including these in the announcement. Practice writing announcements for some special school activity.

SECTION THREE

ACTIVITIES FOR PRACTICING LANGUAGE SKILLS

INTRODUCTORY STATEMENT

The activities in this section presuppose that formal instruction in written grammar has occurred, and that there has been a certain amount of practice based on text exercises. The ideal situation is for the pupil then to use skills taught in purposeful situations; however, to insure success and efficiency in written composition in these "real life" situations there is frequently a need for additional practice. If practice is to be effective it must be varied and interesting, and in self-directed practice especially, the individual must be highly motivated. Therefore, the drill activities here involve such items as puzzles, pictures, tangible objects, ideas closely related to personal lives, or elements of choice and surprise.

It has already been said that the activities in this section are largely self-directed, but the need for teacher guidance is always present. There is a considerable amount of group activity that will provide an opportunity to develop harmonious group relations. In connection with guidance also, the utilization of students in the construction of devices is recommended. The value of this procedure is apparent; the student is interested in doing the work, he is provided with opportunity to develop character and responsibility through service, and he receives the valuable training involved in the completion of an assigned task. Finally, the opportunity is presented to use the skills of communication in a genuine situation. Also to be remembered is that frequently the teacher is so pressed for time that materials could not be prepared if pupil assistance were not available. In this connection it is suggested that advanced pupils be given answer keys and allowed to check completed work.

Certain cautions must be observed in the matter of pupil participation as suggested above. Certainly in all evaluation the teacher must be aware of individual needs in order to plan effectively for future work. With regard to pupil help in construction of devices, not only must adequate initial instruction be provided, but also there must be continuous supervision of progress in order to insure a usable end product.

Special Note: If there is no activity for a specific sub-heading, see the activities under General Usage.

I. Sentences

C. Parts of Sentences

1. Activity - "Fish Pond"

Teacher explanation - The following is a double activity. (1) The advanced students find the materials for "stocking the pond." (2) The individual members of a small group "fish" for the material. This should appeal to the artists in the class.

Motivation - (1) Looking through magazines. (2) Not knowing what you will get and being able to draw something.

Materials - (1) Magazines, scissors, two boxes labeled "Subjects," "Predicates." (2) 9" x 12" manila paper, pencil, crayons.

Pupil Activity - (1) The advanced students search through children's magazines (the print is large) for subject phrases and predicates. They cut out ones they think would be good for drawing pictures. They put the subject phrases and the predicates in the labeled boxes. The children should put a staple in each piece of paper if the teacher wants the "fishers" to use a magnet. (2) The members of the small group fish what they want out of each box with a magnet. They must have one subject phrase and one predicate. They write the two parts together to make a sentence on the top of their papers. Then they illustrate the sentence. Nonsense sentences are fine, e.g. "The goldfish was flying fast" would make a good picture.

D. General Usage

1. Activity - See II.J., 2nd activity.

2. Activity - See VII, 1st activity.

II. Punctuation

D. Quotation marks

1. Activity - See VIII.D., 1st activity.

H. Underlining titles

1. Activity - See III.D., 1st activity.

I. Hyphens

1. Activity - Using newspaper clippings

Teacher explanation - This is an individual-activity, self-directed. Have the students cut articles containing hyphenated words out of newspapers.

Motivation - Choosing an interesting article.

Materials - A collection of newspaper articles, paper, pencil, paste and a dictionary.

Pupil Activity - The child clips an article that interests him, pastes it on his paper, and lists the words in the article that are already hyphenated, putting the hyphens in where they were found.

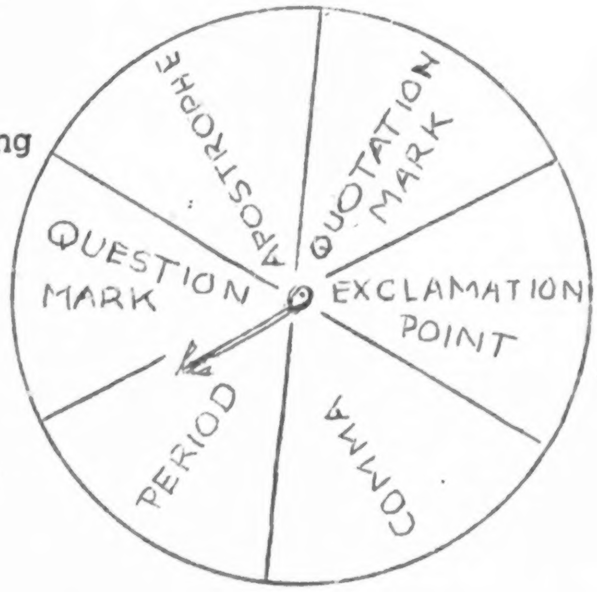
The child finds more words (possibly 6 or 8) that could have been hyphenated, lists these words, and puts down how he thinks they could be hyphenated. He then looks these words up in the dictionary for correctness, circling the ones he did incorrectly. He would then put the paper in the box or file that is there for his use.

J. General Usage

1. Activity - See III.B., 1st activity.

2. Activity - Punctuation wheel

Teacher explanation - The following is a small-group activity. A student should make the wheel. Cardboard and an old clock hand could be used. The teacher should make a diagram on the board for the student to follow. The teacher should include what she feels is necessary.



Motivation - Spinning the wheel.

Materials - Wheel, and empty chalkboard.

Pupil activity - Each child spins the wheel and writes a sentence on the board illustrating his punctuation mark. He should circle his punctuation mark to facilitate teacher-correction. The teacher would check the sentences that were incorrect and the members of the group would work together in correcting them. It would be up to the children to make sure all the punctuation marks have been covered.

II. Punctuation

3. Activity - Transcribing from tape,

Teacher explanation - One of the students, who is skilled in operating a tape recorder, or the teacher, will be needed for taping a story or report that a child has written. The child who wrote it would read it into the recorder. Any number of children might use this activity. The child who is going to read should have a chance to practice under the teacher's supervision. The reading must be slow, clear, and rhythmic. There should be time left at the end of each sentence.

Materials - Paper, pencil, tape recording and recorder.

Pupil activity - The pupils write or select story, transcribe what has been taped. The children will probably have to listen to the tape 2 or 3 times before the transcription will be complete. The children should have a chance to compare their final work with the corrected copy of the story or report that was recorded.

III. Capitalization

B. Letter writing

1. Activity - "Find the Mistakes."

Teacher explanation - The following activity is a whole group or individual self-directed activity. The teacher makes a worksheet with a short letter at the top. This letter would be one that was written by a student ordering films or free materials. She would leave all punctuation marks and capitals out of the letter. At the bottom of the page should be directions for the student, e.g. (1) Put in 3 commas. (2) Put circles around 7 letters that should be capitalized. (3) Put one question mark where needed, etc. The numbers used in the directions would have to be changed to fit the letter used. This sort of activity is often found on achievement tests. The teacher should put answers on one sheet for an answer key.

Materials - Worksheet, pencil and the answer key for whoever is going to correct the papers.

Pupil activity - The children follow the directions on the bottom of the worksheet. They should give their finished paper to the student who has been selected to do the correcting using the answer key. After the papers have been corrected, they should be put on the teacher's desk. By glancing at them quickly, the teacher should be able to tell which students need more practice.

III. Capitalization

D. Titles

1. Activity - Poem illustration.

Teacher explanation - The following could be used as an individual activity. This might appeal to the artists in the room.

Motivation - Illustrating someone else's ideas.

Materials - Drawing paper, crayons, pencil, books of poems.

Pupil activity - The pupil chooses a poem, reads it, and finds the part that creates a picture in his mind. He copies that part on the bottom of his drawing paper and puts the name of the poem it comes from and the poet, making sure he uses the correct capitalization and punctuation. Then he illustrates it. These could be collected and made into a scrapbook of poems.

G. General Usage

1. Activity - See II.J., 3rd activity.

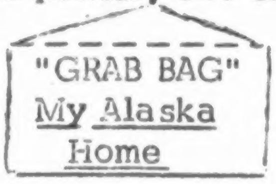
IV. Paragraphing

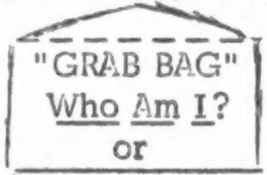
1. Activity - "Grab-bag"

Teacher explanation - This is an individual activity, self-directed, which should also give practice in creative writing and proofreading. More advanced students might be required to write two or three paragraphs on one topic.

Motivation - The element of choice and surprise is in a grab-bag. Also, the prospect of contributing to a class scrapbook about "My Alaska Home" (or "Our State," etc.), or making one's own autobiography in permanent form, might be fun. This activity lends itself to illustrations, appealing to the "artists."

Materials - Three open boxes on teacher's desk labeled IN REWRITE FINAL COPY, paper and pencil, two large envelopes marked:





(This is My Story).

In the first envelope place many folded slips of paper, each labeled differently, as: Caribou, Salmon, Snowshoe Rabbit, Seaweed, Houses, Bath Houses, Church, Holidays, etc. In the second envelope the slips would be labeled: My History, My Mother, My Father, Work at Home, Family Fun, A Good Friend, The Trouble with Girls is...., The Trouble with Boys is....., Things I Like to Smell (...to Taste, ...to Hear, ... to See), My Favorite Game, What I Like About School, Someone Who Is Nice to Me, Something That Made Me Cry, The Most Mischief I Ever Got Into, A Party That I Enjoyed, What I am Most Thankful For, What I Want for Christmas, If I Had Three Wishes, If I Were a Teacher, Someone I Admire, etc.

Students may prepare these slips of paper, adding to the suggestions above.

Pupil Activity - The pupil draws a slip of paper from either envelope. He writes a paragraph on that particular subject, using the same title or changing the title to suit himself. He may illustrate if he wishes. He writes his name on the back of that slip, so if he draws the same slip again he will return it and draw another.

The pupil should proofread his own work before placing it in the In Box on the teacher's desk. He will rewrite this paragraph at the teacher's direction until it is ready for use in the scrapbook (Final Copy).

The class scrapbook - or individual autobiographies - might be displayed at Open House.

V. Parts of Speech

A. Nouns

3. Singular and Plural

1. Activity - "Odds and Ends"

Teacher explanation - The following activity can be used either as a small group (3 or 4) or as an individual activity, self-directed.

Materials - Small Group - One large sheet of newsprint, folded into squares approximately 4" x 4", pencils.

Individual - A sheet of construction paper, one sheet of writing paper, pencil.

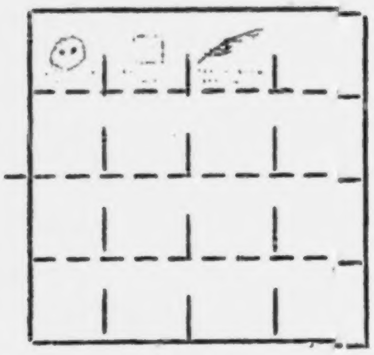
A collection of odds and ends with good texture -- buttons, rocks, sandpaper, feathers.

Pupil Activity - Each child in the group would choose enough objects so that when combined the squares will be filled. One object is placed in a square and under the object the name of the object (noun) and words to describe the texture (adjective) are written.

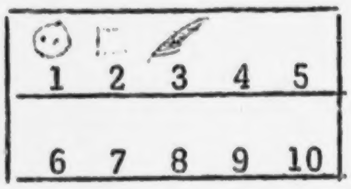
When using this as an individual activity the child would choose perhaps ten objects, place them neatly on the construction paper and number them. On writing paper he would number 1 to 10 and write the name of the object (noun) and describe the texture (adjective), making sure the numbers correspond with the number of the object.

The finished product could be displayed for a short period of time, so that the other children can see it. Then the objects would be returned to the collection to be used again at some other time.

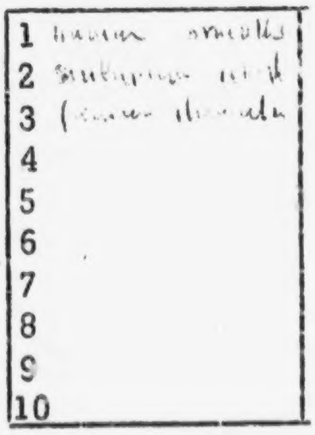
Suggestions for Display



GROUP



INDIVIDUAL



V. Parts of Speech

B. Verbs

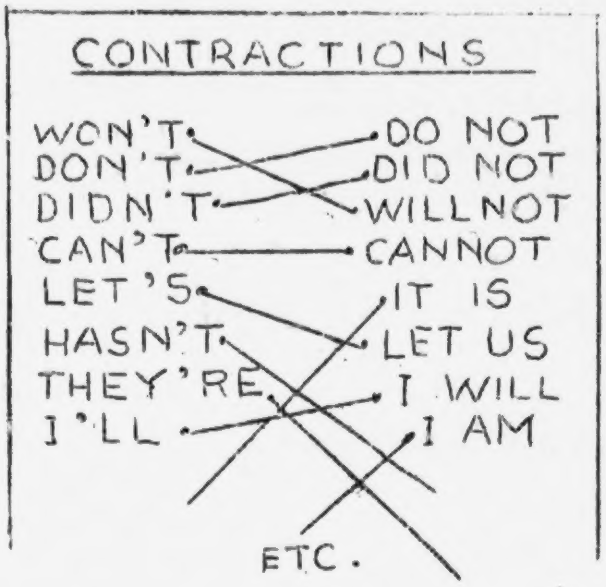
1. Definition

1. Activity - See V.A.3, 1st activity

2. Contractions

1. Activity - Matching with Shoe Laces

Teacher explanation - This is a self-help activity for the slow learner. One or two students can make the card. First, guide lines are drawn 1" apart on a 10x 14" sheet of heavy white cardboard. Words are then written as shown in Figure 1 and holes are punched beside each word. A shoe lace with a knot on one end is drawn through the first hole.



Materials - The prepared card and a few shoe laces.

Pupil Activity - The pupil laces back and forth, matching the words with the shoe lace, tying on more shoestrings when necessary. An advanced student or the teacher should check the completed card and the child who used it should draw the laces out so it is ready for use at another time.

C. Adjectives

1. Activity - See V. A.3, 1st activity

D. Pronoun

1. Definition

1. Activity - Substituting pronouns for proper nouns

Teacher explanation - The story below could be made into a chart and put on oaktag. A student could do this. It would make him utilize acquired skills. A second suggestion would be that the teacher make a worksheet out of it, leaving fixed spaces at the bottom for copying the story. This is an individual activity, self-directed.

Motivation - When this chart is made names of children in school should be substituted to create more interest.

Materials - Paper, pencil

Pupil Activity - The child copies the following story, substituting pronouns for all underlined nouns. If two words are underlined with one line, only one pronoun should be used.

Richard called to Richard's sister, "Richard can't find Richard's sweater."

Richard said, "Did Richard's sister have Richard's sweater?"

Richard's sister replied, "Yes, Richard's sister did have the sweater."

"Well," Richard said, "Richard's sister had better give the sweater back to Richard!"

When the work is finished, the pupil should put his paper on the teacher's desk to be corrected.

E. Adverbs

1. Activity - See V. A. 3, 1st activity

I. General Usage

1. Activity - For practice in parts of speech

Teacher explanation - This is a group activity which takes a small amount of teacher-direction.

Motivation - The activity can be motivated by the arrival of an airplane, by something interesting or exciting that has happened in the last week, or anything special that has interested the children.

Material - An empty chalkboard, paper, pencil.

Pupil Activity - Each child in the group writes his own sentence on the board. Each member of the group copies all the sentences on the board onto his own paper. The children use symbols for marking whatever part of speech they need drill on. (The teacher has told them what to mark and how to mark it, e.g. underline nouns, circle verbs, box pronouns, etc. More than one part of speech may be marked, but the teacher must be explicit in telling them what to mark.) After they have marked all the sentences on their papers, each child goes to the board and marks the sentence he wrote. The children correct their papers from the marked sentences on the board. This board work can be quickly checked by the teacher.

2. Activity - Parts-of-Speech Lotto

Teacher explanation - The following small-group activity is a double activity. (1) The students make the lotto cards. (2) A small group plays the lotto for practice.

Materials - (1) 6" squares of oaktag, ruled off into 2" squares, pens, and a list of the parts of speech the teacher wants used (noun, verb, pronoun, etc.) (2) A set of vocabulary cards with the part of speech written on the back. An old set of word cards from the reading series could be used. Markers are needed.

Pupil Activity - The students write a different part of speech in each box, making sure they use only the parts of speech that are on the teacher's list, and that all the cards are different.

The caller calls a word and the children put a marker on the part of speech the word belongs to (e.g. if the caller says "dog" the children put marker on "noun.") Whoever has three in a row in any direction first is the winner. The winner calls back his answers to make sure they are correct.

I. General Usage

3. Activity - "Finding it in Pictures"

Teacher explanation - The following activity can be used either as a group activity or an individual activity. Students should be asked to be on the lookout for large pictures.

Motivation - Using visual materials

Materials - A picture that is fairly large and lends itself to listing nouns, verbs, etc., such as a ship in a storm or a parade. Paper and pencils.

Pupil Activity - Tell the children what part of speech they should look for. The children find all the things in the picture that fit that part of speech. For example: nouns from a picture of a ship at sea - ship, water, birds, clouds. A compiled list could be made from the nouns that different children had found. This list could be put up on a bulletin board along with the picture.

VI. Words

A. Synonyms

1. Activity - Synonym-Antonym Charts

Teacher explanation - This really embraces two activities (1) a group of advanced students could prepare the charts under a minimum amount of teacher guidance. (The teacher might set the form of the worksheet on the board so the charts would be uniform.) (2) The worksheets themselves would provide individual practice for other pupils.

Motivation - Working with pictures rather than just word symbols is fun. Also, the activity will arouse interest because pupils help to set it up.

Materials - Tagboard charts about 8" x 11". Magazines for finding pictures (or they could be drawn and colored.) Scissors, paste (colors, paper) for students to prepare worksheets similar to this one. Four or five charts might be made - see below - the work charts, paper and pencil.

 1. Antonym sweet______ 2. Synonym sweet______ etc.	 1. Antonym large________ 2. Synonym large________ etc.

WORK SHEET

APPLE 1. Antonym sweet___sour 2. Synonym sweet___good etc.	TREE 1. Antonym large___small 2. Synonym large___big etc.

ACTIVITY SHEET

A. Synonyms

Pupil Activity - (1) The students find or make pictures, 4 to a chart, and neatly set up the 5 worksheets as above. (2) The student prepares an activity sheet corresponding with the worksheet, using words instead of pictures. Place the work on teacher's desk for checking. An assigned helper might write pupil's name on the back of the chart if the work is acceptable, so it would not be repeated.

2. Activity - See VI. B., 1st activity

3. Activity - See V.B.2, 1st activity

B. Homonyms

1. Activity - Homonym Wheel

Teacher explanation - This is a double activity: (1) The wheels are made by advanced students; (2) Individuals use the wheels for drill.

Materials - Construction paper, pen, paper fasteners, writing paper and pencil.

Pupil Activity - (1) The advanced students make a list of twelve sets of homonyms. They can either work together in making one list, or each can compile his own list. After the list is made, each student cuts a 5" circle and a 6" circle out of construction paper. The 6" circle should be of a light color, as the children will be writing on it. Have the children make a 5" circle with a compass on the bottom circle so they do not write on the edge. Mark these circles with twelve dots, clock fashion. Then write one word from each set of homonyms on the large circle (Fig. 1). Cut a small rectangular piece out of the 5" circle, just big enough so only one word is shown at a time. Then fasten the two circles together. Number the words. (Fig. 2).

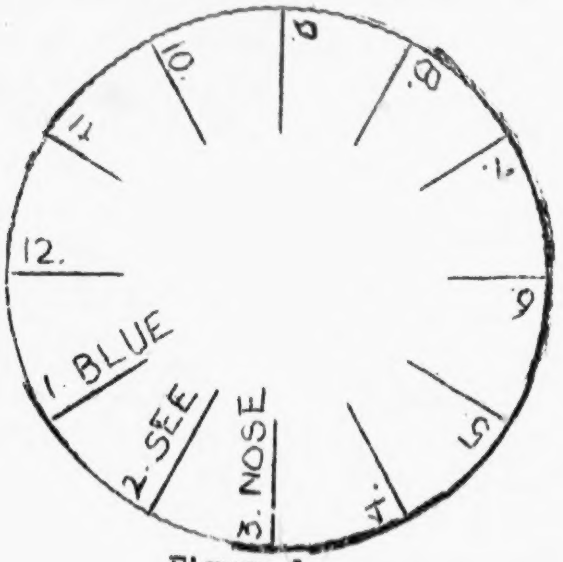


Figure 1

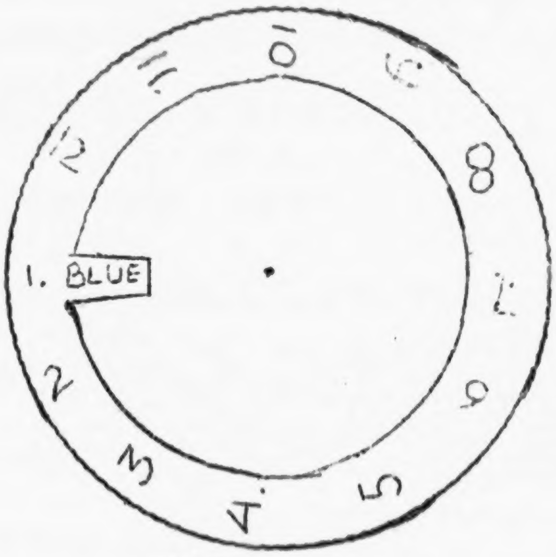


Figure 2

(2) The individual student uses the homonym wheel to dial his words. He wouldn't have to use all of them; six or eight might be used at a time. He would write: "1. blue-blew,"etc. These papers can be checked by the teacher. The ones that are wrong should be corrected by the student. Papers of this sort would be good inserts for a class or an individual dictionary or spelling book.

C. Antonyms

1. Activity - Rhyme

Teacher explanation - This "poem" might be copied in chart form by a student, or copies run off on the spirit duplicator. It may be used as an individual, self-directed activity.

Motivation - The fun of a puzzle in rhyme.

Materials - Paper and pencils.

Pupil Activity -

Poem for Antonyms

The opposite of yes is________;

The opposite of fast is________;

The opposite of weak is _______;

The opposite of short is_______;

The opposite of back is_______;

The opposite of sharp is______ ;

The opposite of wet is________;

The opposite of low is________;

The opposite of east is_______;

The opposite of worst is______;

The opposite of out is ________;

The opposite of loss is_______;

The opposite of rise is________;

The opposite of none is______;

Copy the above rhyme, filling in the blanks. The teacher, or an assigned student, might check the papers. Answers: no, slow, strong, long, front, blunt, dry, high, west, best, in, win, fall, all.

2. Activity - See V.A., 1st activity

3. Activity - See VI.B., 1st activity

4. Activity - See V.B.2, 1st activity

VII. Using Words Correctly

1. Activity - Good Usage Contest

Teacher explanation - The whole group will have to be divided into two groups. Each team will be given a color name.

Motivation - Catching someone else's mistakes.

Materials - A bulletin board display of a cabin with no roof, and two envelopes, each containing "shingles" made from construction paper the same colors as the teams.

Pupil Activity - Each time a member of one team makes a mistake in usage, a member of the other team has the privilege of standing up, pointing out the error, and giving the correct usage. The person who made the mistake has to write a sentence containing the correct usage on the other team's "shingle" and put it on the roof of the cabin. When the roof is completely shingled the team with the most shingles wins.

VIII. Mechanics of:

NOTE: Only a few activities are given in this section as we feel that the skills to be learned will carry their own motivation, e.g. teaching the business letter. Here each student will actually be writing letters to business firms. He should, therefore, be strongly interested as the teacher presents a lesson on this topic. Practice would also be well motivated because it would involve the actual writing of rough drafts of the letter to be sent.

A. Letter writing

1. Business

1. Activity - Letter Puzzle

Teacher explanation - This might be called a double-header. (1) Under teacher guidance, the advanced pupils could prepare these letter puzzles. (2) Other pupils could get drill on letter form by working the puzzles.

Motivation - The fun of a puzzle.

Materials - (1) For making the games: 2 sheets of paper or tag board 11" x 8"; scissors; pencil or other marker; a small box to put the puzzles in; sandpaper for the backs of puzzle pieces, if you wish to use a flannel board. (2) The puzzle pieces, in the box. If several sets are made, each set should be in a separate envelope.

Pupil Activity - (1) Fold the paper to divide into 16 equal rectangles. Write the letter as shown below in A, using the spaces for different parts of the letter (local name and address might be substituted). Then cut the paper on the folded lines, shuffle and put in box labelled Letter Puzzles. Prepare puzzle B in same manner. (2) Shake the box fairly. Place the parts in order, in good letter form. Remember your margins!

Puzzle A		Puzzle B	
		(Margin)	(Margin)
	Perryville, Alaska January 10, 1963		Heading
Pictures, Inc. Anchorage, Alaska		Inside Address	
Dear Sir:		Salutation	
We would like to thank you for sending us the educational films. We have enjoyed them and have learned		Body	Body
many things. We especially liked the pictures about Scandinavia.		Body	Body
	Very truly yours, John Doe		Closing Signature
		(Margin)	(Margin)

B. Addresses

1. Activity - Picture post cards

Teacher explanation - The following activity could be used as a whole group activity, or as an activity for the artists in the class.

Motivation - Mailing something they've made.

Material - 3" x 5" pieces of oaktag, pen, colored pencils.

Pupil Activity - The pupils draw pictures of community life on one side of the post card. On the other side they write the return address and the mailing address. These picture post cards are good for sending to friends or to children who write asking for information and pictures of Alaska. They are accepted by the post office.

C. Story writing

1. Activity - Co-op Story

Teacher explanation - The following is a small-group activity. The children would need a clear understanding of the 3 main parts of a story -- introduction, development, conclusion.

Motivation - The element of surprise in not knowing how a story you started will end.

Materials - Paper, pencil.

Pupil Activity - The group of children all write their own introductory paragraphs on their papers. They pass their papers to the right. The next person writes his name, reads the introduction and develops it; it is then passed on to the next person at the right. He writes his name, reads the first two parts, and writes the concluding paragraph. The children have ten minutes for each part. The group would choose the best story. The three children who wrote it would revise it, if necessary, proofread it, and put it in the newspaper file to be inserted in the school paper.

D. Reports

1. Activity - "What I Would Like to Be"

Teacher explanation - The following is an individual activity. The children will need to have had some background on vocations.

Motivation - (1) A visit by some resource person, e.g. nurse, trooper, or pilot. If the teacher has advance notice of the visit, the children should have a chance to develop questions they want to ask the resource person. (2) Or have one of the children represent a member of a vocation that the children have agreed upon.

Material - Paper, pencil, reference books for looking up information on vocations. The following free materials might be used: The "Should You Be...?" Series of 40 careers, some of which are: teacher, dentist, lawyer, nurse, farmer. Offered by: New York Life Insurance Company, Career Information Service, 51 Madison Avenue, New York 16, New York. (Pupil might write this request for information.)

Pupil Activity - The pupil chooses a vocation and writes a list of 10 questions he would like to ask a resource person in that vocation. He then uses reference books to find the answers to as many questions as possible. After he has his answers written down, he should write a report of this imaginary interview, using quotations when the person he interviewed (give him a name) is speaking. Each child should have an opportunity to do this sometime during the year. These reports might be illustrated and made into a book called "What I Want to Be" or "What I Would Like to Be."

G. Proofreading

1. Activity - See VIII.C., 1st activity

2. Activity - See IV., 1st activity.

SECTION FOUR

CORRELATION OF WRITTEN COMPOSITION WITH SOCIAL STUDIES AND SCIENCE

INTRODUCTORY STATEMENT

This section attempts to put into practice the basic belief that language arts activities, and written composition in particular, should permeate the total school program. The attempts to correlate subject matter areas with written composition have been limited to social studies and science, but with the realization that written composition should be an integral part of all subject areas of the curriculum. In each area the suggested activities do not involve a total coverage of the material, but rather attempt to give the teacher concrete illustrations of how selected activities in the content areas can lead to the creation of interest in subject matter being studied and at the same time to the fostering of a real need to use written composition. Emphasis has been placed on critical thinking, problem solving and creative thinking.

A given group of suggested activities tends to cluster about one of the broad topics to be covered during the school year. The teacher's use of the activities should lead to an interest in a more intensive study of that general area. For this reason, the majority of the suggested activities within a given area refer to obtaining free materials, films and filmstrips to initiate a study. Obviously, this requires obtaining the materials well in advance. It is therefore suggested that early in the year, the mechanics of letter-writing be taught.

Following the teaching of the skill, it is further suggested that motivated practice will be provided by making each pupil responsible for writing a business letter to a source of free materials, films, or filmstrips. Names and addresses of firms and specific materials to be requested appear in this section. Although this guide urges the use of free materials to supplement text materials and motivate interest, caution should be used. Letters should be checked by the teacher, written on school stationery if possible, and possibly signed by the teacher. When materials are received, pupils should have prepared a reference file in which all materials relating to a given area of study may be placed for future availability.

Ample provisions for written composition have been made within the suggested activities. Traditionally, all written work requires evaluation, and the philosophy of this sourcebook is in accord with this procedure. Suggestions with regard to evaluation are to be found in Part Five of Section One. Here it should be indicated that not every piece of written work should be graded by the teacher in the formal sense. Business letters, captions written for bulletin boards, devices such as flash cards and like written materials should be carefully evaluated by the teacher and the pupils; others, such as recorded answers to questions related to a film, serve their purpose when used as a basis for discussion of a topic. At times the teacher should select samples of written work to place in individual folders to be used in parent-teacher conferences or report card grades.

STATE-ADOPTED TEXTS (BASAL) IN SCIENCE AND SOCIAL STUDIES

SCIENCE

Heath's Elementary Science Series. Schneider and Schneider. D.C. Heath and Co.

Grade 4	Science in Your Life.
Grade 5	Science in our World.
Grade 6	Science for Today and Tomorrow.

(This series is widely used in the rural schools of Alaska. Other State-adopted science series are: The Macmillan Science-Life Series: Science for Health and Safety, Macmillan Company, and The Singer Science Series, L. W. Singer and Co.

SOCIAL STUDIES

Geography

Grade 4	A Journey Through Many Lands, Allyn and Bacon.
	Our Big World, Silver Burdette.
Grade 5	Journeys Through the Americas, Allyn and Bacon.
	The American Continents, Silver Burdette.
Grade 6	Eastern Hemisphere, Allyn and Bacon.
	Old World Lands, Silver Burdette.

Geography and History (Fusion)

Grade 4	Exploring Regions Near and Far, Follett Publishing Company.
	Your People and Mine, Ginn and Company.
	This is Alaska, Cascade - Pacific.
Grade 5	Exploring Our Country, Follett Publishing Company.
	Your Country and Mine, Ginn and Company.
Grade 6	Exploring the Old World, Follett Publishing Company, (or) Exploring American Neighbors*
	*This text is officially adopted for use at the seventh grade level, but is used in sixth grade in a number of schools.
	Your World and Mine, Ginn and Company.

History

Grade 4	This is Alaska, Cascade - Pacific
	Great Names in Our Country's Story,* Laidlaw Brothers.
	*This text is used also at Level 5.
Grade 5	Our Country's Story, Laidlaw Brothers.
	Our Beginnings in the Old World, Laidlaw Brothers.
	Backgrounds of American Freedom, The Macmillan Company.

SOCIAL STUDIES

Content to be covered has been arranged in terms of specific grade levels because of the diverse nature of the subject matter itself.

At the beginning of each level an outline has been made of the content to be covered. This has been synthesized from the various State-adopted texts at the particular level, and will give the teacher a general overview of topics to be covered plus specific page references where basal and supplemental text materials on a given topic may be found. The outline is followed by suggested activities clustered around each broad area.

GRADE 4: SOCIAL STUDIES BY GENERAL TOPICS

Texts Used

Fusion Texts:
Exploring Near and Far, Follett

History Texts:
This Is Alaska, Cascade - Pacific

Geography Texts:
A Journey Through Many Lands, Allyn-Bacon
Our Big World, Silver Burdette
Homelands of the World, Iroquois

Key

AB - Allyn & Bacon; CPB - Cascade-Pacific Books; F-Follett; I-Iroquois; SB - Silver Burdett.

TOPICS	Fusion	History	Geography
Geographic Concepts	F 4-21		AB 9-24 I 1-12
Map Study	F 8-21		I 26-44
Cold Lands			
Alaska			
History		CPB 13-29	
People		CPB 32-43	I 203
Places		CPB 44-62	I 65
Plants		CPB 64-73	

TOPICS	Fusion	History	Geography
Alaska			
Animals		CPB 76-104	
Geography			AB 36,46-47 I 24,65,202
Antarctica			SB 126-132
Arctic			SB 26-27
Iceland			SB 21-25
Hot Countries			
Damp			
Africa			SB111-124 I 97-125
Brazil	F 60-66		SB 170-171
Ecuador			SB 170-171
Oregon	F 23-59		
Dry			
Arizona	F 68-99		
Egypt			AB 117-132
Nile			SB 90-105
Sahara	F 100-106		I 126-140
Island Continent			
Australia	F 144-150		SB 133-141
Compared with similar climatic area--Nebraska	F 107-143		I 239-271
Lowlands			
Netherlands			AB 157-168 SB 45-60 I 165-176
Mediterranean Area			
Greece			AB 133-144 SB 86-90 I 171-183
Italy			SB 81-85 I 185-188

TOPIC	Fusion	History	Geography
Mediterranean Area			
Spain			SB 75-80 I 183
Mountain Lands			
Switzerland			AB 145-156 SB 61-74 I 149-164
Chile			SB 172-175
Sea Coast			
Japan	F 272-278		AB 93-104 SB 155-162
Maine	F 151-183		I 189-191
Newfoundland			I 192-206
New Orleans	F 235-271		
Norway	F 184-190		AB 169-180 SB 29-44 I 204-205
Far East			
China			SB 151-154 I 207-221
India	F 228-234		SB 142-150 AB 105-116

MAP STUDY

Activities:

1. Most of our world is covered with water. The largest bodies of water are called oceans.. The largest bodies of land are called continents. Find the oceans and continents on a globe.

   a. List the oceans. List the largest ocean first.
   b. List the continents in order of their size.

2. Look at maps of the Eastern and Western Hemisphere. Write answers to these questions:

   a. What continents are in the Eastern Hemisphere?
   b. What continents are in the Western Hemisphere?
   c. In what hemisphere is the Indian Ocean?

3. Using a map of Alaska, locate the following places. List the names and give the latitude and longitude of each.

   Anchorage, Fairbanks, Kodiak, Point Barrow, Juneau, Ketchikan.

4. Using a world map, find the following locations. What city is at each position?

   a. 11° east longitude, 60°north latitude.
   b. 13° east longitude, 43° north latitude.
   c. 4° west longitude, 41° north latitude.
   d. 138° west longitude, 65° north latitude.
   e. 155° west longitude, 71° north latitude.

5. The Yukon is the largest river in Alaska. Find it on a map. Answer:

   a. Is the source of the Yukon River in Alaska or in Canada?
   b. Name one or two settlements near the mouth of the Yukon River.
   c. Into what body of water does the Yukon River flow?
   d. Name two tributaries of the Yukon River.
   e. On which of the tributaries is Fairbanks located?
   f. In going from Galena to Tanana would you be going upstream or downstream?

6. Using a map of Europe, write the answers to these questions:

   a. What direction is Norway from Denmark?
   b. What ocean is west of Europe?
   c. What direction is Italy from Switzerland?

d. What large sea is south of Europe?
e. What peninsula in Europe is east of Spain?
f. What ocean is north of Europe?

7. Using the globe, write the answers to these questions:

a. Through which continents does the equator pass?
b. Through what continents does the Tropic of Cancer pass?
c. Through what continents does the Arctic Circle pass?
d. Through what continents does the Tropic of Capricorn pass?
e. Does the Antarctic Circle pass through any of the continents?

COLD LANDS

Antarctica--Arctic--Iceland

1. Free materials and films.
Request filmstrips in advance.
No. 190 Transportation
1057 The Wright Brothers--Pioneers of America
1186 The Arctic
Address: Department of Education, Anchorage Field Office, 626 "F" Street, Anchorage, Alaska.

Activities:

1. Write business letters for free materials.
Booklets available are:
21 pp. The Age of Flight
16 pp. Community Progress in the Air Age
40 pp. Aviation Activities Program of graded materials for geography (PC 500)
Chart-kit. 15-1/4 x 22" Basic geography concepts for recognizing geography--similarities and differences.

2. Taking notes from seeing, hearing and reading is excellent practice in use of language skills.
Books to read:
All About the Arctic and Antarctica (N. Y. Random House)
Ernest Shackleton's Antarctica Adventure (N. Y. D. McKay Co.)
Ice Island - The Story of Antarctica (N. Y. Random House)

4. Questions arising -- Why is the fan-shape method of hitching sled dogs used by the eastern Eskimos? (They are arranged fan-shape, each with his separate lead, as many as two to five. The snow is hard from wind storms and there is no timber or brush to interfere with the dogs.)

Why do the western Eskimos use the tandem system of hitching the teams? (Western Eskimos use the tandem system, which gives a much greater effective power, because with it the lead dog pulls straight forward instead of more or less obliquely. This is the better method in loose snow sections.)

Talk about the ways supplies are delivered into the community; could they differ in time, location, season, or situation? (To solve this, show "Earth and Its Seasons" 10 minutes. Knowledge Builders.)

5. Thought questions:

What is the Arctic Circle? Can you see it on the earth? On the map? How do we know when we cross the Circle?

Why do you think so many people come to Alaska to see the "midnight" sun? If you were living in Norway, could you see the sun at midnight? In Arizona? What time of year, or what month, could you see the midnight sun if you were living near the South Pole? What happens in Alaska at that time? Children write answers to these and similar questions using complete sentences.

6. A guessing game:

Each child writes a short descriptive paragraph; for example, "I went to a country and saw the sun shining late at night in December. Where was I?"

Have someone read his question to the class; the person answering the question correctly then in turn reads his question.

7. Choose a question and write your answer. Be ready to read it for the class.

Why do you think a man who is lazy would be a poor trapper?
What are the first signs of spring in our community?
How has the airplane made life easier for the prospector?
Why would living in the Antarctic be more difficult than living in the Arctic?

HOT COUNTRIES

Brazil and Ecuador

Activities:

1. Have pupil write to the following sources:

Armstrong Rubber Company, Advertising Department, West Haven 16, Connecticut. Ask for pamphlet on rubber, its origin and development, how latex is gathered from the trees and processed before shipment to the U.S. (10 pp.free)

Firestone Tire and Rubber Co., 1200 Firestone Parkway, Akron 17, Ohio. Ask for pamphlet on the history of rubber, development of the rubber industry, and present and future uses of rubber. Teacher's manual available. Also obtainable is a filmstrip "A Class Studies Rubber," one to each classroom. (31 pp.free)

Real Airlines, 244 Biscayne Blvd., Miami 32, Florida. Brazil -- brochures, posters.

Ecuadorean American Association, 535 Fifth Ave., New York 17, N.Y. Ecuador -- booklets, leaflets, and sample copy of Membership Bulletin. Posters sent "occasionally." (Use official stationery.)

2. Have pupils write for one or more of the following films and filmstrips:

   Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.
   Films: Brazilian Tapestry (color, 32 min.); Matto Grosso Journey, (color-29 min)

   Department of Education, Anchorage, Alaska.
   Filmstrips: 447--How Animals Live in the Forest.
   248--The Forest Resources
   196--The Old and New in South America.

3. Show films or filmstrips. For effective use of films and filmstrips generally and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

4. Can you make a map model? With a mixture of 1/2 flour, 1/2 salt and a little water, make a map of South America and the Amazon River. If you mix poster paints with the mixture, you will be able to make beautiful maps. Which direction is the source of the Amazon? What ocean is it by? Which ocean does the river flow into?

5. Why do you think the cacao grower can have a money crop from one tree, while the fruit crower must have many trees?

6. In social studies we teach the fact that we live in a changing world. Boys and girls can be encouraged to notice changes in their own community; some of the pupils can bring in snapshots of places in the village as they were several years ago, and can take pictures which show the same place at the present time. A narrative written on the village changes in landscapes and increase in homes, motor boats, and fishwheels. Increase in the population and ways of living conditions would also be useful in the school files.

7. Write a short paragraph giving different meanings given to the word equator.

HOT COUNTRIES

Dry: Arizona, Sahara

Activities:

1. Have pupils write to the following for free material:

   Tucson Sunshine Climate Club, 5905 G. Pueblo, Tucson, Arizona. Ask for Arizona -- color booklet.

2. Have pupil write for one or more of the following films and filmstrips:

   Film: Arizona--Land of Color and Contrast. Source: Pictures, Inc., 811 8th Avenue, Anchorage, Alaska.

   Filmstrips: 168 - The Desert; 183 - Life in Egypt; 446 - How Animals Live in the Desert; 1064 - The American Indians. Source: Anchorage Office, Department of Education.

3. Show film and filmstrips. For effective use of films and filmstrips generally and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

4. Have pupils find books in the room library which deal with the American Indian and people living in the Sahara regions. Have them note and record paragraphs in the stories which show how the basic life of the two areas was different and also how it was similar. These notes should become the basis for a class discussion.

5. The following questions should be researched by the pupils. Have them use the basic texts plus free materials, films, filmstrips, and encyclopedias.

   a. Write a story about the Grand Canyon. Where is the Grand Canyon of the Colorado? Of what use is it?
   b. Write what an oasis is; tell the differences between a spring, a creek and a river.
   c. Write a short paragraph on the importance of having fields in more than one location in the desert land.
   d. Narrate the three best ways of travel in a desert land and give reasons.
   e. How are changes caused in the desert land?
   f. What makes for two different ways of community life in the desert?
   g. How is sand formed in the desert? What similarities can you draw from the experience in the desert storm and an experience in a tundra blizzard?
   h. Why is a horse not suited as well as a camel to the desert life?

ISLAND CONTINENT

Australia

Activities:

1. Write business letters to the following sources requesting free material:

   Australia News and Information Bureau, 636 Fifth Avenue, New York 20, N.Y.
   Bookets: Australian Birds and Animals; A Look at Australia; maps of Australia.

   U.S. Department of State, Public Service Division, Washington 25, D.C.
   Bulletin: Know Your SEATO Partner, Australia.

2. If possible, play one or more of these records: "Waltzing Matilda,""Kookaburra Bird," "Swing the Shining Sickle." Write a song or poem about some interesting phase of life in Australia.

3. Extra reading: For superior readers - Ginn 6th Reader "Boiling the Billy." Read the story. Make an outline that you can use in giving the class a review of the story. (If other stories are available they should be added to the list.)

4. If possible, show the movie "The Sundowners" or teach the song "Waltzing Matilda." Australia has many words with meaning strange to us. Be sure you know what these words mean to them, then write one or two paragraphs using the words correctly. Do not define the words. Use them in a natural way that would show you understand what they mean: station, boomerang, burster, billabong, dingo, bight.

5. Australia has many strange and unusual animals. Choose the one in which you are most interested. Find out as much as you can about this animal. Pretend you are the animal and write its autobiography.

6. Compare and contrast an interesting animal in Australia with one you are familiar with in Alaska.

7. The animals in Australia are very different from animals found in other parts of the world. Write a paragraph explaining why they are so different.

8. In parts of Australia some children may have no schools near their homes. This is true also in some areas of Alaska, and in our State we have a system of correspondence lessons for children who cannot attend a school. Find out what is done in Australia for boys and girls who live in areas where no schools are available. Pretend you live on a large wheat farm there, and write a letter to a friend explaining how you get your education.

LOWLANDS

Netherlands

Activities

1. These letters should be written in advance. Write business letters to the following sources requesting (a) free illustrated travel folders and (b) free pamphlets.

   Netherlands National Tourist Office, 10 Rockefeller Plaza, New York 20,N.Y.

   Netherlands Information Service, 988 Mills Building, San Francisco 4, Calif. The following pamphlets are available: Holland, A Friendly Country; Around the Clock with a Dutch Family; Holland Today.

When signing the above letters the teacher should state that she is a teacher and mention the Elementary Guide to Free Curriculum Material.

2. Read one of the above pamphlets. Write a brief summary of it.

3. Extra reading: Bobbs Merrill: Shining Hour "Betje's Tulip;" Laidlaw: From Every Land "The First Dutch Day." Make an outline to use in sharing the story with the class. (If other stories are available they should be added to the list.)

4. The people of Netherlands often wear wooden shoes. They have a very good reason for doing so. Write a paragraph or two explaining why it is practical for them to do so.

5. Display a few attractive pictures of interesting scenes in Netherlands. Choose the picture you like best and write a "word picture" of the scene.

6. We have levees in the United States. They have dikes in the Netherlands. Find out as much as you can about each. Write a paragraph comparing the purpose of each. Tell about the polders.

7. In Alaska we use our rivers as water highways. The people of Netherlands also have waterways. Find out as much as you can about them. Write a paragraph comparing Alaska's water highways with Netherlands' water highways.

MEDITERRANEAN AREA

Greece

Activities:

1. Write a business letter to the following source requesting free material: Royal Greek Embassy, Information Service, 3211 Massachusetts Avenue, N.W., Washington 8, D.C. Illustrated pamphlet on the history and geography of Greece. Pamphlet: The Olympic Game.

2. Request the following filmstrip: No. 173 "The Glory That was Greece." Department of Education, 626 "F" Street, Anchorage, Alaska. Watch and listen carefully while we see and discuss the filmstrip. Make out three good questions to ask the class. Remember the answers must be found in the filmstrip.

3. You are visiting Greece with your mother and father. Write a letter to your grandmother telling her of some of the interesting things you have seen and done.

4. Make up one or more riddles about Greece. Your riddle may be about a city, a building, a product, or an industry. You may ask the class to give the answer to your riddle. Have extra clues ready in case they are needed.

Italy

Activities:

1. Extra reading: For superior readers--Lyons and Carnahan, Stories to Remember (6th reader): "A Visit to Italy," "Queen City of Italy." If other stories are available they should be added to the list. Read one of these stories. Make a list of the things you would like to tell the class about the story.

2. Follett: Together We Sing. "Marianina," "My Banjo," "Santa Lucia," "The Bobolink." Play one of the above songs on the record player. If records are not available, sing the song. As you listen to the song, think of a story that could be connected with it.

3. As tourists provide work for many people, most countries try to get as many visitors as they can each year. Write one or more slogans that could be used to encourage the tourists to go to Italy.

4. Find Italy on a map. It has a very interesting shape. Notice that it is a peninsula. Look at the map carefully. Write a brief description of Italy as you see it on the map.

Spain

Activities:

1. Write a business letter to the following source requesting free material: U.S. Department of State, Public Service Division, Washington 25, D.C. "Facts Sheet on Spain;" booklet "Working with People."

2. Extra reading: Row Peterson: If I Were Going "It Happened in Spain." Read the story. In this story the visitors from America meet a very interesting little boy. Write a character sketch of this boy.

3. Draw and color a picture of something you might see in Spain. Under your picture write a title for it. Trade pictures with a classmate. Write a story about your classmate's picture. Use the same title.

4. Plan a bulletin board display for Spain. Write the captions needed for your display.

MOUNTAIN LANDS

Switzerland

Activities:

1. Have the pupils write to the following sources of free materials:

   Nestles Co., Inc., 100 Bloomingdale Road, White Plains, New York. Ask for: "Favorite Cookies from Other Lands."

   Swiss National Tourist Office, 661 Market Street, San Francisco 5, California. Ask for: General folders on Switzerland.

2. Have pupils use above material to create bulletin boards. The material might also be used for supplementary reading.

3. Have the pupils write for the following filmstrip: "Nils and Gretel of Switzerland," No. 1095.

4. Show the filmstrip. For effective use of filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Have the pupils do the following:

   Imagine yourself to be a boy or girl whose family has recently moved from Chile to Switzerland. Make a list of the new ways of living you will have to acquire. Also list ways in which life will be similar to that which you were accustomed to in Chile. (Note to teacher -- this is a good group activity. The groups should record their listings on chart or butcher paper. These lists can then be displayed in front of the group and form the basis for comparison and discussion.)

6. Have individual pupils find books or stories about Robin Hood and William Tell. Brief notes should be kept as the material is read on any information as to how these two heroes differed or were similar. The notes should become the basis for a report to the class. A discussion should follow the reports, in which it is hoped the pupils might discover the theme of struggle against government which took away individual liberty.

7. Play the record "William Tell." Have the pupils write brief creative sketches portraying the scenes which were created as they listened. If the record is not available, have the class learn a Swiss yodeling song (Follett, Voices of the World, p. 75, "Swiss Hiking Song.") Use this as a basis for studying the Swiss culture. Have the pupils make up questions about the Swiss people and their ways of living, record these on 3 x 5" cards, then have a quiz program where each individual reads his questions and the group attempts to answer. A series of first, second, third, fourth, etc., place winners might be chosen (in terms of who answered the most questions correctly), and these could be awarded the prize of a small bag of Swiss cookies made according to the Nestles Company recipe by one or more girls from the class. Sample questions: "What does 'yodel' mean?" "Why do the Swiss men wear the small brimmed cap?"

8. Have the pupils make up a quiz of matching items on important understanding concerning Switzerland. Each pupil should contribute a few items. Older pupils can compile the total test (the teacher should check on the desirability of the items) and have it dittoed for use with the class as a review.

Chile

Activities:

1. Write a business letter to the following source requesting free material: U.S. Department of State, Public Service Division, Washington 25, D.C. Ask for: booklet "Working with People."

2. Look at a world map or a globe. Find Chile. Remember it is in South America. Notice its location in regard to the equator. I am planning to spend the month

of December in Chile. Make a list of things you think I should remember in planning my trip.

3. I plan to spend Christmas in the Central Valley of Chile. You are the weather forecaster for the area. Write the forecast for Christmas Day.

SEA COAST

Japan

Activities:

1. Write business letters to the following sources requesting free material: Consulate General of Japan, Information Office, 3 East 54th Street, New York22, New York. (Articles: Facts About Japan. Booklet: Japanese Recipes.) Japan Travel Bureau, 45 Rockefeller Plaza, New York 10, New York. (Brochures, leaflets and descriptive literature.)

2. Request the following filmstrips: No. 566 "Japan, Land of Contrasts;" No. 567 "Japanese People and Tradition;" No. 568 "Japanese Farmers;" No. 569 "Japanese Fishermen;" No. 1099 "Togo and Yuki of Japan." (Source: Anchorage Office of the Department of Education.) After viewing and discussing the filmstrips, plan a panel discussion on Japan. Choose a moderator. Write your plans out carefully so that you know just what you will discuss and who will be responsible for each topic in the discussion.

3. Follett: Voices of the World "Cherry Blooms;" Music Across the Country "New Year Song;" Music Through the Year "Singing Kites." After listening to or singing the above songs, decide which one you like best. In a few good sentences tell which song you chose and explain why you like it best.

4. Choose a title for a story about Japan which is suggested to you by something displayed on the bulletin board. Begin the story. After you have reached an interesting place in the story, give it to a classmate to continue. Give each member in the class an opportunity to add something to your story. Write the ending of the story yourself.

Maine

Activities:

1. Write a business letter to the following source requesting free material: Maine Dept. of Economic Development, State House, Augusta, Maine. Booklet: Mountain Climbing in Maine; Official Maine Highway Map.

2. Extra reading (for superior readers): Ginn, Wings to Adventure - "The Wolf Pit." After reading the story, rewrite the most interesting parts in the form of a play. Have your classmates help you give the play in class.

3. Plan an interesting automobile trip through Maine. Using our highway map of the state, write out the itinerary of your trip.

Newfoundland

Activities:

1. Write a business letter to the following source requesting free material: Newfoundland Tourist and Development Office, Fort Townsend Square, St. John's, Newfoundland. Booklet: Historic Newfoundland. Brochure: Province of Newfoundland.

2. Look carefully at the pictures, maps, etc. of Newfoundland which are on display. Make a list of the things these aids tell you about Newfoundland.

3. You spent part of your summer vacation in Newfoundland. While there you learned that fishing is very important to these people. You were fortunate enough to spend a day on the sea with a fishing crew. Write an account of your day for the school paper.

New Orleans

Activities:

1. Write to the following source requesting free material: Chamber of Commerce, New Orleans, Louisiana. Ask for any available material concerning the State of Louisiana or the city of New Orleans.

2. Find New Orleans on a map of the United States. Notice its location carefully. Write a paragraph in which you answer these questions: (1) Where is New Orleans located? (2) Why did it grow into a large important city? Use the following words in your paragraph: mouth, delta, transportation.

3. We all enjoy celebrations and festivals. New Orleans is famous for a yearly celebration called the Mardi Gras. Find out all you can about it. Make a poster advertising the event. Your picture may be made up of a picture with a caption or it may be in the form of an announcement or a slogan.

Norway

Activities:

1. Write business letters to the following sources requesting free material: Norwegian Information Service, 3516 Massachusetts Ave., N.W., Washington 25, D.C. Booklet: Norway--Government and Political Institutions. Norwegian National Tourist Office, 290 Madison Avenue, New York 17, N.Y. Brochures, leaflets, posters, and information.

2. Request the following filmstrips: No. 1096 Ole and Olga of Norway. Source: Anchorage Office, Department of Education. After viewing and discussing the filmstrip make a list of possible titles for a story about Norway.

FAR EAST

China

Activities:

1. Have pupils write to the following sources:
Chinese News Service, 1270 Sixth Avenue, New York 20, N.Y. Ask for descriptive materials; posters (one per teacher--use official stationery). Write a business letter stating your grade and what subject unit you are studying.

2. Have pupils write for the following filmstrips:
No. 1017 "China: Life in Other Lands;" No. 517 "Rice, Basic Crop of the East." Source: Anchorage Office, Department of Education, 626 "F" Street.

3. Show film or filmstrips (for effective use of films and filmstrips generally and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

4. Write a short paragraph on why a rice farmer's feet are never dry.

5. Write a short story on the importance of rapid preparation of food in China. Tell why the food must be cut in bite-size pieces (hint - do the Chinese use silverware?).

6. Make a time line comparing the beginning and total life span of China as a civilization and our own Western civilization, beginning with ancient Greece. Text references and encyclopedias should be used as sources.

India

Activities:

1. Have pupils write to the following sources: Government of India Touring Office, 19 East 49th Street, New York 17, N.Y. Ask for free pamphlets on: India--brief history of people, land, climate, religion, ancient civilization, places of interest, with illustrations.

2. Have pupils write for free film and filmstrips: Pictures, Inc., 811 8th Avenue, Anchorage.
Film: Where the Heart Is--27 min. color. Here are facts about how homes are bought and sold, in an engaging drama of a family that "finds itself" by buying a home and fitting into community life. (No.341--U. S. Savings & Loan League)
Filmstrip: No. 1124 "Climate and Man--the Far East." Source: Anchorage Office, Department of Education.
Show films. For effective use of films and filmstrips see Section One, page 8.

4. To encourage written composition it would be desirable to have a limited number of thought-provoking questions to be answered by the film or strips viewed. Answers to one or more of the questions should be written in brief form by each pupil before the class discussion of the film, and read during the discussion period. (Note: the film "Where the Heart Is" was suggested to show appreciation of homes; wherever we may be we can enjoy it if we put our hearts into making it what it should be.)

5. Write a short paragraph on how the "heart" of India differs from the "heart" of Australia. The following question is an evaluation of the short paragraph above: Which of these countries gives you the most things to write about? Why?

   Create sentences about different homes. Examples: Homes are warm. Homes are warm and roomy. Homes are large or small. Homes are where the heart is.

6. Another creative drawing card might be: Why are Far East people considered vegetarians? What makes a vegetarian?

GRADE 5: SOCIAL STUDIES BY GENERAL TOPICS

Texts Used

Fusion Texts:

Exploring our Country, Follett
*Your People and Mine , Ginn
Your Country and Mine, Ginn

History Texts:

*Great Names in Our Country's Story, Laidlaw
Our Country's Story, Laidlaw
*They Made America Great, Macmillan
The Story of American Freedom, Macmillan

Geography Texts:

Journeys Through the Americas, Allyn & Bacon
Our Country and Canada, Iroquois (1)
Homelands of the Americas, Iroquois (2)
The American Continents, Silver Burdette

*These are fourth grade texts which are frequently used on the fifth grade level.

Key

AB - Allyn & Bacon; F - Follett; G - Ginn; I - Iroquois; L - Laidlaw; SB - Silver Burdette; M - Macmillan.

TOPICS	Fusion	History	Geography
Finding a New World Discovery Exploration	F 21-50 G4 12-61 G5 110-116	L4 11-18 L5 19-28 M4 1-11, 24-32, M5 3-36, 64-70	I1 23-26 I2 23-35 AB 26,119,255
Reading Maps and Globes	F 51-66 G4 16,31-35, 43,296 G5 12,13	L4 19-44	I1 1-22 I2 1-15 AB 9-37 SB 1-22

TOPICS	Fusion	History	Geography
The Early Colonists	F 67-142 G4 62-171, 197,310-311 G5 14-27	M4 12-23 M5 71-96 L5 49-82	I1 26-28 I2 36-63 AB 51-87 SB 86-91
The New England States	F 107-142 G4 89-103 G5 8-10, 15-20, 28	M5 71-96 L5 83-115	I1 36-63 I2 36-63 SB 39-54 AB 51-87
The Middle Atlantic States	F 143-180 G4 107-119,172-195,215-232 G5 206-224		SB 55-84 I1 64-103 I2 64-103 AB 71-88
The Southeastern States	F 67-104 G5 227-246		I1 104-133 I2 104-133 AB 89-117
Our Founding Fathers	F 181-214 G4 334-351 G5 37-57	L4 45-104 M4 37-74 M5 97-129	
The North Central States Midwest The Great Plains	F 215-254 G4 251-285 G5 247-290	M5 139-171	I1 166-217 I2 166-217 SB 125-180 AB 147-182
The Civil War	F 255-270 G4 352-361	M4 133-160 M5 227-280 L4 163-206 L5 196-224	
The Cotton Belt	F 271-304 G4 196-214, 233-250 G5 228-246	M5 281-304	I1 134-165 I2 134-165 AB 119-124 SB 102-124
The Rocky Mountain States	F 305-330 G5 267-290	M5 156-170	I1 218-245 I2 218-245 AB 183-216 SB 202-211

TOPIC	Fusion	History	Geography
The Pacific Coast	F 331-358 G4 286-333 G5 278-285	M5 171-186	I1 246-279 I2 246-279 SB 181-202 AB 217-234
Alaska and Hawaii U.S. Possessions	F 359-375	M5 359, 258-262 L5 225-233	I1 280-309 I2 271-293 SB 228-247 AB 235-254
Other Great Names in Our Country's Story Opening the West Inventors Statesmen Military Heroes Social Workers	G4 363-393	M4 75-132, 161-274 M5 See index for name sought L4 105-162, 207-306	
Canada	G5 367-397		I1 310-342 I2 294-314 AB 118-130 SB 257-278
Mexico	G5 398-414		I2 315-326 SB 288-301 AB 131-137
West Indies	G5 426-435		AB 145-149 SB 308-312
Central America	G5 415-426		I2 345-356 AB 138-144 SB 302-307
South America	G5 436-499		I2 363-452 AB 150-166 SB 313-357
United States and the World World Wars I and II Our Country Today American Way of Life		L5 225-264, 265-313, 314-322	SB 248-256

FINDING A NEW WORLD

Activities:

1. Have pupils write to the following source of free filmstrip: Anchorage Office, Department of Education. Filmstrip: No. 1063 "The Age of Exploration.
2. Show filmstrip. For effective use of filmstrips generally, and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.
3. Have pupils search the school library for appropriate material on early explorers and space travel and make brief reports.
4. Read Follett, pp. 23-42. Write in what ways a man planning a flight to the moon would face similar problems. Where will the money come from? What vehicles would be used? What are the dangers? Who will go?
5. (a) If Columbus had had a radio, what message would he send to Spain upon his first landing in 1492?

   (b) Write a newspaper story for a Spanish paper when the message arrives.
6. Prepare a time line (see Follett, p. 50, #3) for the blackboard. Allow 12" for each 100 years of time. Show these events on the time line:

   Columbus discovers America; Cabot reaches Newfoundland; DeGama reaches India; Magellan's ship circles the world; Ponce deLeon discovers Florida; DeSoto discovers the Mississippi; Coronado explores Southwest; Quebec is founded.

READING MAPS AND GLOBES

Activities:

1. Have pupils write to the following source of free material: Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago 40, Illinois. Ask for: The Place of Maps in Current Events (G 52); Program of Graded Material for Geography (PC 500); Suggested Sequence for Globe and Map Skills (M 44); Toward Better Understanding of Maps, Globes and Charts (B 2).
2. Have pupils write for the following free filmstrips:
   No. 257 "About Our Earth;" No. 259 "Our Changing Earth;" No. 390 "Geographic Influences;" No. 1014 "Earth is Born."
   Source: Anchorage Office, Department of Education.

3. Show filmstrips. For effective use of filmstrips generally, and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One. page 8.

4. Plot a route on a Mercator projection map from London to Fairbanks, Alaska. Plot a route from these two points on a globe or North Polar Centric map. Compare the two routes. Write about why some northern cities are becoming important for air travel. When is a polar centric map useful?

5. For your own state, prepare a political map, a relief map, a rainfall map, a population map, or a products map. Individuals or teams might prepare a particular map, being careful about scale of miles, labelling, etc.

   Write out three ways in which your kind of map might be useful. Present maps and reports in class.

THE EARLY COLONISTS

Activities:

1. Have pupils write to the following source of free material: General Motors Corporation, Pontiac Motor Division, Pontiac, Michigan. Ask for Indian Poster Series.

2. Children create a bulletin board display using above material. The latter can also be used as supplementary reading material.

3. Have pupils write for the following free filmstrips: Source: Anchorage Office, Department of Education.
   Filmstrips: No. 322 "Pocahontas;" No. 279 "Occupations and Amusements of the Colonists;" No. 280 "Social and Cultural Life of the Colonists;" No. 1054 "Landing of the Pilgrims;" No. 1061 "Explorations of Pere Marquette;" No. 1064 "The American Indian;" No. 1065 "The American Colonies; Salem--Hub of Colonial Commerce and Culture."

4. Show filmstrips. For effective use of filmstrips generally, and for suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Did the French come to the New World for the same purpose as the English? Tell how this made a difference in their relations with the Indians.

6. Write an imaginary diary of a school pupil in colonial New England. Include a full week. Include home and village and church as well as school experiences. Other groups could write diaries of children in early Jamestown.

NEW ENGLAND

Activities:

1. Have pupils write to the following sources of free material: Maine Department of Economic Development, State House, Augusta, Maine. Ask for Official Maine Highway Map. 16 pages.

   Massachusetts Department of Commerce, 150 Causeway Street, Boston 14, Massachusetts. Ask for: Some Facts About Massachusetts; Visit Massachusetts; Massachusetts Tourist Map.

   New England Council, 1032 Statler Building, Boston 16, Mass. Ask for vacation planning kit and other materials.

2. Children create a bulletin board using above material. The latter can also be used as supplementary reading material.

3. A child writes for the free film "The Mayflower Story." Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

4. Show film. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Create a moving picture show on the idea of the "wild West" films, using Massasoit and King Philip as the Indian chiefs (see Follett, pp 107-117.) Scenes might show (1) early trading with English fishermen, (2) settlement at Plymouth, (3) Gov. Bradford; (4) Massasoit and first Thanksgiving, (5) King Philip's War--Deerfield. Use the Scroll Theatre, and write the scenario for it.

6. Make posters (individually or in teams) illustrating the food products and factory products of New England. Find pictures in magazines or draw them--or, better, use a sample of the actual product. Arrange and label neatly.

   List adjectives describing general characteristics of the different areas from which these above products come (e.g. New England Coast: unpainted buildings; Industrial River Valleys: crowded cities; Woodlands and Pasture: rocky fields.)

   The pupils might enjoy making a large product map as a class project.

MIDDLE ATLANTIC STATES

Activities:

1. Have pupils write to the following sources of free material:

   Empire State Building Corporation, Promotion Manager, 350 Fifth Avenue, New York 1, New York. Ask for: A Brief History of New York.

   New York State Department of Commerce, 112 State Street, Albany 7, N.Y. Ask for: booklet This is New York State.

   The George F. Cram Co., Inc., Box 426, Indianapolis 6, Indiana. Ask for 5th grade study unit on Pennsylvania Dutch.

   Maryland Department of Economic Development, Division of Information, State Office Building, Annapolis, Maryland. Ask for: map, and Maryland's Historic State House.

   Delaware State Development Department, 45 Green, Dover, Delaware. Ask for Delaware's Official Insignia and Brief History of Delaware.

   Fort Ticonderoga Museum, Miss Eleanor Murray, Curator, Fort Ticonderoga, New York. Ask for: 116 page book for teachers and pamphlet on history of Fort Ticonderoga.

2. Children create a bulletin board using above material. The latter can also be used as supplementary reading material.

3. Read to the children Ben and Me by Robert Lawson (Little Co.) or read something about Edison in the story period (Material in 4th, 5th, 6th readers).

4. Class activity:

   a. Ask the pupils each to list 5 articles used in their homes and tell what basic materials the articles contain and where these materials come from.

   b. Now compile a list on the board, each pupil contributing one or two items. Post a U. S. map on bulletin board beside this list. Draw a chalk line from product to source on map, using the sea if the source is overseas. If this is not possible, mark the map with numbers corresponding to the numbers of the listed items.

   c. Assignment: Read Follett, pp. 159-161 and pp. 174-176.

      1. Write in your own words the six resources that influenced the business man to build his bicycle factory in the Middle Atlantic States.

2. Write a paragraph on the value of coal (include ideas from the chart on p. 175).

3. What three reasons did you find that caused Pittsburgh to become a great manufacturing city?

5. To create interest in our biggest city, assign committees to illustrate on a mural the following major points of interest:

United Nations Building; Empire State Building and other skyscrapers; Harbor; Statue of Liberty; Subways; Radio City Music Hall.

Each picture should be accompanied with an article written on Why I Would Want to See _________ If I Went to New York City (use texts and encyclopedias and free materials for reference.)

After this committee work is completed, each pupil should imagine that he is applying for the job of guiding tourists through New York City, and write out the "spiel" he would use when he is being tried out for the position as guide. (All of the above material should be incorporated, in his own way, in his speech.)

SOUTHEASTERN STATES

Activities:

1. Have pupils write to the following sources of free materials:

Secretary of the Commonwealth of Virginia, State Capital, Richmond, Virginia. Ask for: Copy of the lyrics of the official song of Virginia, "Carry Me Back to Old Virginia;" Flowers of Virginia.

Virginia State Chamber of Commerce, Travel Information, 111 N. 5th Street, Richmond 19, Virginia. Ask for: Ford Times, Virginia Edition; Historyland, Tidewater Virginia; Official State Highway Map.

North Carolina Department of Conservation & Development; State Advertising Division; Box 2719, Raleigh, N.C. Ask for: North Carolina, The Tarheel State; Historic North Carolina.

South Carolina State Development Board, Box 927, Columbia, N.C. Ask for: See South Carolina; The Palmetto State; Pictorial Map of South Carolina-1960.

Georgia State Highway Department, 2 Capital Square, Atlanta 3, Georgia. Ask for: Georgia State Highway Map.

Florida Tourist and Convention Bureau, Hemming Park, Jacksonville, Fla.
Ask for: Color leaflets.

State of Florida, Room 1901 Commission Building, Tallahassee, Florida.
Ask for: 100 page booklet A Guide to Florida Vacations.

2. Have pupils make a bulletin board display using the above materials.

3. Have pupils order the following films and filmstrips:

   Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.
   Films: "The Peanut Story" (14 min. color); "Point" (24 min. color--a day of quail and turkey hunting on a Florida plantation); "Tampa Tarpon Tournament" (14 min. color--big game fishing).
   Filmstrip: "George Washington's Mt. Vernon" No. 1069.

4. Show films and filmstrips. For effective use of films and filmstrips generally, and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Divide the class into groups of two or three. Have each group select one of the states involved in this area and make a listing based on the following question, "In what ways does the year-around sunshine in the state provide a living for many of its people?" The pupils record the answers on chart or butcher paper and use the free materials and texts to develop their answers. On completing the assignment, the lists are tacked over the chalkboard as a basis for discussion. Which items are similar for the various states? Why? Which are different? Why?

6. Have each pupil make up a question on some interesting point related to this area, i.e. "What city is the capital of one of the states being studied and also has had the British, Confederate, and American flags flown over its capitol building?" Arrange props for a "quiz program" and have competing sides. The questions are drawn from a container and a correct answer gives a point to that side. No one is dropped for missing a question. (It is assumed that such a program will create interest in a "study period" to prepare for the program.)

7. Have the class divide into two groups for the purpose of a debate. Have one side develop the advantages of living in Alaska, the other the advantages of living in Florida. The teacher should suggest that each group anticipate the criticisms the other side will make regarding their state and plan answers which will void such remarks.

OUR FOUNDING FATHERS

Activities:

1. Pupils write to the following sources:

   Washington National Insurance Co., Secretary of Sales Promotion Publications, 1630 Chicago Avenue, Evanston, Illinois. Ask for pictures of Washington's early life.

   Mount Vernon Ladies' Association, Mount Vernon, Virginia. Ask for: Mount Vernon Handbook.

   James Monroe Foundation, 6115 Western Avenue, N.W., Washington, D.C. Ask for: Life of James Monroe.

   F.E. Compton and Co., 1000 N. Dearborn Street, Chicago 10, Illinois. Ask for: Our American Heritage.

2. Children create a bulletin board using above material. The latter can also be used as supplementary material for reading.

3. Children write for the following free films and filmstrips:

   Film: "For All Time" (28 min. color). Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

   Filmstrips: "The Times of George Washington;" "The Times of Thomas Jefferson;" "George Washington's Mt. Vernon;" "Jefferson and Monticello." Department of Education, Anchorage, Alaska.

4. Show film and filmstrips. For effective use of films and strips generally, and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Imagine that you helped draw up the Constitution of the United States. Write a letter to a friend telling why you want one country instead of 13 separate states. Be sure to date your letter. (Read Follett, pp. 202-204 for help in expressing your ideas.)

6. Prepare a series of skits on "Our Founding Fathers Growing Up." Read about them in "Childhood of Famous Americans" series and other readers. Your social studies texts are also excellent sources. You might include George Washington, Ben Franklin, Paul Revere, Martha Washington, Abigail Adams, and Thomas Jefferson. Committees should choose a character and select one interesting

incident from his childhood to present at assembly. The plays should be written out first. The groups should decide whether to present it with puppets, shadow play, or other form of drama. Work on authentic backgrounds.

Members of each committee should write a paper on "Why __________ became Great" (or other title), then present this paper to be read by the announcer, just before or after this skit is presented.

NORTH CENTRAL STATES

Activities:

1. Have pupils write to the following sources of free materials:

   Wisconsin Conservation Department, Recreational Publicity Section, Box 450, Madison, Wisconsin. Ask for Wisconsin Information Kit.

   East Michigan Tourist Association, 1 Wenonah Park, Bay City, Michigan. Ask for: East Michigan Playtime Guide.

   Ford Motor Company, Research and Information Department, The American Road, Dearborn, Michigan. Ask for: A Car Is Born.

   Illinois Division of Parks and Memorials, 100 State Office Building, Urbana, Illinois. Ask for Illinois State Parks and Memorials booklet.

   Missouri Division of Resources and Development, Jefferson City, Missouri. Ask for Memorable Missouri.

   North Dakota Secretary of State, Bismarck, N.D. Ask for: North Dakota Highway Map.

2. Children create a bulletin board using above materials. The latter can also be used as supplementary reading material.

3. Divide the class into committees of two or three to study various means of transportation from the East Coast to the great manufacturing centers of this area. (Use Follett, p. 221, Map showing 3 routes of the pioneers; show this map with an opaque projector if you have one.)

   Each committee will draw free hand a large map showing the Midwestern States and the Middle Atlantic States and indicating the transportation routes available. Present findings to the class.

Committee 1 -- Waterways (text a source)
Committee 2 -- Major highways today (maps a source)
Committee 3 -- Railroad lines today (Iroquois text)
Committee 4 -- Air routes today (using strategic cities or an air map.

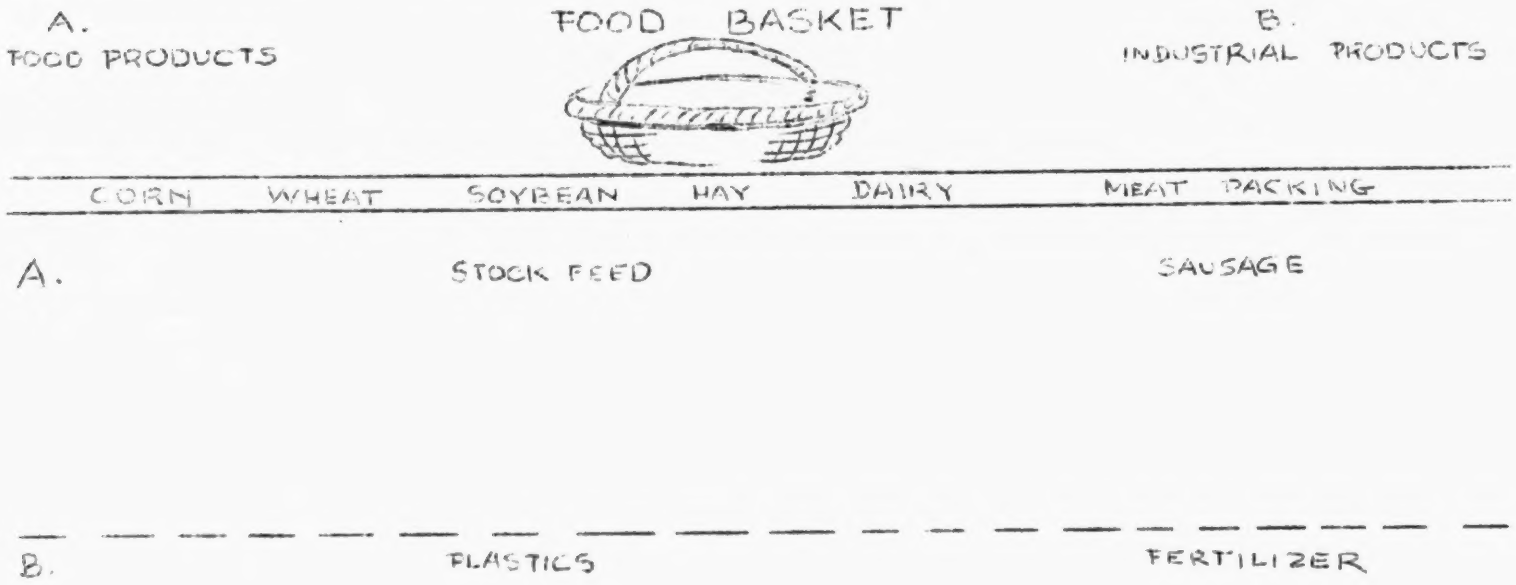
Imagine you are a buyer for a particular big factory (such as Ford Plant) in the Midwest. Write out a telephone conversation in which you order some goods from the East and you discuss what would be the best way to have it shipped. Be specific -- e.g., sheet steel from Pittsburg, or a gear for a production machine from Schenectady (by air?)

4. The activity suggested in Follett, p. 254, #5.

Alphabet Story

Perhaps the class would like to make an alphabet story of this unit. Begin with A and try to use every letter of the alphabet, and every important idea about this region. Example: A is for Akron, where tires are made; B is for Boone, a brave pioneer; C is for Corn, an important crop. (Small committees could work with certain portions of the alphabet, or the whole alphabet; then combine findings.)

5. Work up a chart on the Food Basket of the Great Plains (see drawing below). Each section or two sections might be worked up separately on large newsprint or on butcher paper. Then the three charts placed side by side would make a whole and form the basis for a class discussion. Some students would work on the over-all captions. Source material would be encyclopedias and texts, e.g. Follett: chart on pp. 229 and 248.



THE CIVIL WAR

Activities:

1. Have pupils write to the following sources of free material:

   Association of American Railroads, School and College Service, Transportation Building, Washington 6, D.C. Ask for: All Aboard Mr. Lincoln (comic book and study material).

2. Have pupils write for the following free filmstrips:

   No. 325 "Clara Barton;" No. 1047 "Lee and Grant at Appomattox;" No. 1056 "Lincoln and Douglas: Years of Decision;" No. 1081 "Lincoln: The Illinois Years." Source: Anchorage Office, Department of Education.

3. Show filmstrips. For effective use of filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

4. This topic lends itself to debate if the children read background material and a real interest can be sparked in discussions. (Use filmstrip of Lincoln-Douglas debates--see above.)

   "Write out the main arguments of your debating team. Try to find illustrations of your points in real life. Observe the courtesies of debating; be a good sport, win or lose, as Lincoln and Lee were."

   a. Resolved: That the use of slave labor was too costly to be a good practice.
   b. Resolved: That Lee was a better general than Grant.
   c. Resolved: That America is a better place to live because the Negroes are here. (Study the encyclopedias, texts, and biographies on Booker T. Washington, George Washington Carver, Ralph Bunche.)

5. Write a biography of Abraham Lincoln's life. Turn in your outline first. (This might be an individual project, or the class might work in committees.)

COTTON BELT

Activities:

1. Select small towns in the cotton belt states. Have the pupils write to the school principal requesting that an exchange be made of some Alaskan items (lichens, moss, or driftwood) for cotton bolls. Request enough for the entire class.

2. Have the pupils write a letter to the following source requesting free materials and cotton bolls for the entire class: National Cotton Council of America, Box 18, Memphis, Tennessee.

3. Use the opaque projector. On butcher or wrapping paper have pupils trace an outline map of the cotton belt states. Use Homelands of the Americas, page 33, for reference. Display the maps on the bulletin board. Put cotton bolls, cotton textiles and by-products on the map in the appropriate areas. Have pupils label these, plus other useful items to be shown on the map.

4. Before cotton could be used, the seeds had to be removed from the fibers. Long ago this was done by hand. It was a tiresome job. Supply each student with a cotton boll and have him remove the seeds. Ask this question: Today a cotton shirt at Sears sells for about $1.98 and the cotton used to make it is cleaned by "ginning." Would we be wearing cotton shirts today if the cotton seeds had to be removed by hand? Why or why not? Write your reason.

5. In one or two sentences write how you think life in the South would be today if Eli Whitney had not invented the cotton gin. Use Your People and Mine, pp. 240-246, for your source.

6. Request the following film No. 356, "Map of an Empire", from Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

   Review the film, keeping in mind the following question: Is cotton still king? Why or why not? Have the children write their answers to the question. Follow this with a discussion based on the recorded answers.

7. Sing the "Boll Weevil Song," Follett: Proudly We Sing, p. 82. Make a cartoon showing the boll weevil looking for a home on the cotton boll, or other scenes created by the pupils' imaginations. Write captions for the cartoons.

ROCKY MOUNTAIN STATES

Activities:

1. Have pupils write to the following sources of free materials:

   a. Nevada Department of Highways, Carson City, Nevada. Ask for: Nevada Highways and Parks.

   b. Idaho Department of Commerce and Development, Room 434, State House, Boise, Idaho. Ask for: Historical Map of Idaho.

    c. Montana Advertising Department, State Highway Commission, Helena, Montana. Ask for: Montana Vacation Booklet.

    d. Colorado Department of Advertising and Publicity, Capitol Building, Denver 2, Colorado. Ask for: Colorful Colorado--Highway Map Folder.

    e. Arizona Development Board, 1521 West Jefferson Street, Phoenix, Arizona. Ask for: Official State Map of Arizona.

    f. New Mexico Department of Development, State Capitol, Santa Fe, New Mexico. Ask for: Official State Highway Map, State of New Mexico.

2. Children create bulletin board using above material. The latter can also be used as supplementary reading material.

3. Children write for the following free films:

   Standard Oil Co. of California Series: "Arizona--Land of Color and Contrast;" "Idaho--Nature's Wonderland;" Nevada--Land of Surprises;" "Utah--The Rainbow Land." Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

4. Show films. For effective use of films generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Imagine you are a farmer in Colorado in the 1930's (see Follett, pp. 317,318). You are attending a meeting of farmers at which you are planning to propose some solutions to the problems faced by farmers in the Dust Bowl. Write out your talk according to this outline:

   A. State the Problem

   B. Causes of the Dust and Drought Problem

      1. Mountains--which we can't change
      2. Mismanagement--which we can change

   C. Proposals for Improvement

      1. Stop erosion

         a. Different grass
         b. Cattle management
         c. Government program "shelter belts"

      2. Irrigation

6. You have a farm in New Mexico. Can you explain why it rarely rains? What can you do if you need more water for your crops?

7. Prepare a brochure to attract tourists to your particular state. Teacher might let pupils cut pictures from free materials ordered but caution pupils not to copy. Committees might work together on certain states, as: New Mexico--Carlsbad Caverns and Taos Pueblo; Wyoming--Yellowstone Park; etc.

PACIFIC COAST

Activities:

1. Have the children write to the following sources of free materials:

   a. Sunkist Orange Growers, Box 2706 Terminal Annex, Los Angeles 54, Calif. Ask for: How to Unzip an Orange.

   b. California Redwood Association, 576 Sacramento Street, San Francisco 11, Calif. Ask for Redwood, the Extraordinary; Tree Farm Selective Cutting; Physiology of Trees; The Story of Redwood Lumber Industry.

   c. Union Pacific Railroad, Advertising Department, 1416 Dodge St., Omaha, Nebraska. Ask for: The Petrified River--The Story of Uranium.

2. Have pupils write for the following free films: "California Centennial;" "Seattle, USA;" "This is Oregon;" "Washington, The Evergreen State;" "The Magic of Lumber;" "How to Select Oranges;" "How to Use Frozen Orange Concentrate." Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

   Filmstrips available: No. 1052 "California Gold Rush;" No. 1119 "The Oregon Trail." Source: Anchorage Office, Department of Education.

3. Show films and filmstrips. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

4. Write an imaginative short story or stories based on any of the following, or similar, incidents:

   a. Crossing swift rivers where wagons and cattle were swept downstream and lost.

   b. Surprise attacks by hostile Indians where many were wounded.

c. Difficulty carrying water over the desert on their prairie schooners.

d. Scarcity of food when game was hard to get.

e. Hardships encountered at Donner Pass due to an early full blizzard which resulted in starvation and cannibalism.

5. Have the children pretend they are living in one of the logging camps in Washington State and write a story telling how a lumberjack goes about cutting down a tree. Source: Your Country and Mine, page 280.

6. Many people took the Oregon Trail to the Pacific Coast. The caravans experienced many hardships. Have the children prepare a bulletin board showing a caravan on the trail. Have them write one of the experiences they feel might have taken place on the journey. These experiences could include hostile Indians,building rafts to cross rivers,and problems involved in getting their food supply.

7. Have the children write an editorial for the Gold Rush newspaper in San Francisco suggesting the need for better transportation. Include in the editorial some of the difficulties encountered.

ALASKA

Activities: See resource unit for Teaching of Alaska History, Geography, and Government. State Department of Education, Juneau, Alaska, 1961.

HAWAII

Activities:

1. Have pupils write to the following sources of free materials:

    a. California and Hawaiian Sugar Refining Corp., Ltd., 215 Market Street, San Francisco 5, California. Ask for: Hawaiian Sugar--Its Place in American Life.

    b. Hawaii Vistors Bureau, Mrs. Harvelee Nary, 2051 Kalakua Avenue, Honolulu, Hawaii. Ask for: Hawaiian brochures.

2. Children create a bulletin board using above materials. The latter can also be used as supplementary reading material.

3. Have pupils write for the following free films and filmstrips:

Films: "Hawaii--Aloha Land." Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.
Filmstrips: No. 1183 "Hawaii." Source: Anchorage Office, Dept. of Education.

4. Show film and filmstrip. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. (a) Draw a map of the Western Hemisphere showing the Temperate regions. (See Follett, pp. 366,368) Locate the Hawaiian Islands on your map.
(b) Under the map, write a description of the climate of Hawaii and explain why it is like this.

6. Why is statehood better than independence for Hawaii?

7. Imagine you are a boy working on a sugar cane plantation. Write to a pen pal and tell him about your work and what happens at a sugar refinery.

GREAT NAMES

Activities:

1. Have pupils write to the following sources of free material:

   a. Woodrow Wilson Foundation, 45 E. 65th St., New York 21, N.Y. Ask for: Mr. Wilson and the Nation's Need; Story of Woodrow Wilson.

   b. Leonard S. Kenworthy, Brooklyn College, Brooklyn 10, N.Y. Ask for: 8-page biographies (10¢ each, 2 for 15¢, 18 for $1.00) of the following: Jane Addams, Ralph Waldo Emerson, Thomas Jefferson, Harry Emerson Fosdick, Rufus Jones, William Penn, David Thoreau, John Greenleaf Whittier, John Woolman, and others.

2. Have pupils write for the following free filmstrips:
No. 1023 "Walter Reed and the Conquest of Yellow Fever;" No. 1057 "The Wright Brothers;" No. 1049 "Robert Fulton and the Steamboat;" No. 1044 "Paul Revere and the Minute Men;" No. 1045 "Sam Houston, the Tallest Man;" No. 1051 "Daniel Boone Opening the Wilderness;" No. 1053 "Ben Franklin and Old Philadelphia." Source: Anchorage Office, Department of Education.

3. Show filmstrips. For effective use of filmstrips generally, and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

4. Pretend that you are one of "America's Great." Be ready for an interview on television. Write out the answers to the following questions for your background material:

   a. Where are you working now?
   b. What is your particular project?
   c. How did you become interested in this work?
   d. What is your hope for the future?

   The pupils might choose whom they want to represent, being careful to avoid duplication.

CANADA

Activities:

1. Have pupils write for the following free materials:

   a. Canada Package Tours, Ottawa, Canada. Ask for information on national parks and park regulations.
   b. Canadian Government Travel Bureau, Ottawa, Canada. Ask for: Our Vacation in Ontario.
   c. Information Bureau, Ontario, Canada. Ask for information on sports; and on Canadian government and laws.
   d. The Canadian Steamship Lines, Ontario, Canada. Ask for free materials published on the provinces.

2. Have the pupils write for the following films: "Glacier Park--Canadian Rockies;" "British Columbia--Canada's Pacific Gateway." Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

   Show the films. For effective use of films generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

3. Canada enjoys friendly relations with other countries. Canada and the United States have many common interests--defense, television, and science. Display a picture of Mount Eisenhower. The Canadian Government bestowed this honor on General Eisenhower. Have the children write reasons why the government did this (their reason should show an appreciation of our Neighbors Nations Act.)

4. Have the pupils make a comparison chart of the governments of Canada and the United States, under these headings: Country; Official Head of Country; Government Leader; Principal Political Divisions. (Source: Our Country and Canada, pp. 311-341.

5. Have the children prepare an outline map of Canada. Use the opaque projector to project and trace the map shown on p. 310 (Our Country and Canada), on butcher paper. Outline the provinces on the map and color them to show how they are divided according to geographical locations.

6. Make a chart. Write the names of the most important provinces, their population, and some interesting facts about these provinces. Head the chart this way: Provinces; Population; Interesting Facts.

7. Select a committee to collect pictures of animals found in Canada. Mount the pictures, display them. Have the children compare the game laws for Canada with those of their own region in Alaska.

8. Using the tourist folder pack have the children mount pictures of the national parks of Canada. Select a committee to write the rules and regulations necessary for people who visit the national parks.

9. Select a committee to look at newspapers for accounts of hockey games between American and Canadian teams. Can they determine, through keeping a record, whether the team of one country is better than that of the other?

10. Have the children write and present a short play showing the important duties of the mounted police.

11. Have a group of pupils start a Who's Who. Write stories or short biographical sketches of the lives of famous Canadian explorers. Tell what they were searching for and what they found. Some of the explorers are Champlain, Cabot, and Cartier.

MEXICO

Activitie ·

1. Have a child write to the following sources:
    a. Mexican Government Tourist Department, 630 Fifth Avenue, New York 20. Ask for 16 page picture book and other free materials.
    b. World Book Encyclopedia Reference Library, Merchandise Mart Plaza, Chicago 54, Illinois. Ask for reprint of two articles on Mexico.
2. Children set up bulletin board and label pictures and maps thereon.

3. Children write to request the following films:

   "Motoring in Mexico" - Standard Oil of California Series. Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.
   "Caperacita Roja," "Los Tres Osos," or "Gallinita Roja." Source: Anchorage Office, State Department of Education.

4. Hold a Mexican Fiesta to celebrate approaching birthdays.

   a. Select a committee to make plans.
   b. Pupils write suggestions on slips of paper indicating how they might take part in the Fiesta.
   c. Committee outlines program and selects participants, based on suggestion slips.

   Suggested Activities for Fiesta:

   a. Learn a Mexican song ("Las Mananitos," Voices of America, Follett,p.167, or other songs from same source). Also, various Latin American records might be available in the school.
   b. Arrange costumes.
      Boys: Wear cowboy suits or white shirts and jeans. Bright colored blanket on shoulder or wrapped.
      Girls: Wear full skirt, light colored blouse, long scarf or couch cover.

5. Have students locate a village on the map. Have each assume he is a student in the village. The highway will soon connect his village with the world. Have him write two reasons why he would not like it.

6. Have students make flash cards of useful and interesting words about Mexico. Take these words from the adopted text. Teacher will later use flash cards with pupils needing drill on word recognition.

CENTRAL AMERICA, SOUTH AMERICA, AND WEST INDIES

Activities:

1. Have pupils write to the following sources:

   a. Venezuelan Consulate, Public Relations Department, 600 Fifth Avenue, New York 20, N.Y. Ask for: Bolivar--A Sketch of His Life and Work; Venezuela at a Glance.

   b. Brazilian Government Trade Bureau, 551 Fifth Avenue, New York 17, N.Y. Ask for: Brazil.

   c. Brazilian Consulate General, 551 Fifth Avenue, New York 17. Ask for: Brazil Builds Brazilia; and Brazil This Year.

   d. U.S. Department of State, Public Services Division, Washington 25, D.C. Ask for: facts sheets on Brazil, Paraguay, etc.

   e. Office of the Commonwealth of Puerto Rico, 2210 R Street, N.W., Washington 8, D.C. Ask for: Facts about Puerto Rico.

   f. National Federation of Coffee Growers of Colombia, 120 Wall St., New York 5, N.Y. Ask for: A Trip to Colombia, Land of Mountain Coffee.

2. Children create a bulletin board using above material. The latter can be used as supplementary reading material.

3. Have pupils write for the following free films and filmstrips:

   "Argentina Today;" "Brazilian Tapestry;" "Matto Grosso Journey;" "The Andes Story;" Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

   "The Old and New in South America." Source: Anchorage Office, Dept. of Education.

4. Show films and filmstrips. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. In this modern day of air travel, we shall use this fast means of transportation for a quick look at the West Indies, Central America, and South America.

   Plan to stop in the capital city of one of the West Indies and of each country in Central and South America. Work out your itinerary as a class and then divide your stops among committees.

   Plan a guided tour to help make quick observations of climate, products, people, beauty, old and new ways of building or farming, and other general impressions.

   Use the pictures in free materials, National Geographics, or your own, to illustrate your talk and make it seem as if you were really there. Each member of a committee should be responsible for posters, a series of "slides" (pictures), or a diorama; and help in the preparation of the guide's talk.

   On the day scheduled for the actual tour, the room might be darkened and the slide projector used, to throw a spotlight on the various exhibits. If an opaque projector is available, use it. The guides' talks could be taped if desired.

Make it a big day for "El Gran Viaje," maybe combining this with the Mexican Fiesta. The teacher might want to serve beans, and crackers in lieu of tortillas, along with the candies in the pinata.

UNITED STATES AND WORLD WARS I AND II

Our Country Today

Activities:

1. Have pupils write to the following sources of free materials:
    a. National Association of Manufacturers, Education Department, 2 East 48th Street, New York 17, N.Y. Ask for: The Growth of American Industry.
    b. United Nations, Public Inquiries Unit, United Nations, New York. Ask for: Information on the United Nations.
    c. The Advertising Council, Inc., 25 W. 45th Street, New York 36, N.Y. Ask for: The Miracle of America.
    d. U. S. Department of State, Public Services Division, Washington 25, D.C. Ask for: Your Department of State.
2. Children create a bulletin board using above material. The latter can also be used as supplementary reading material.
3. Have pupils write for the following free films and filmstrips:

    Films: "Destination Earth" Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska. Pan American Issue Nos. 3, 4, 6, 9, 10. Source: Anchorage Office, Department of Education.

    Filmstrips: No. 1001 "Declaration of Human Rights;" No. 1016 "World Food Supply and the U. N." Source: Anchorage Office, Department of Education.
4. Show films and filmstrips. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.
5. Make posters illustrating our best-loved American songs: "America," "America The Beautiful," "The Star-Spangled Banner," and other favorites you might have. Be sure to have the words on the poster. Each committee would work

out how best to present their song, words and pictures and caption.

As a class, study these songs and find what qualities about America and Americans are the most appreciated. Try to present these qualities in an acrostic for the word "America" or "Americans."

6. Find out what happens to the money contributed for "trick or treat" to UNICEF (United Nations International Children's Emergency Fund).

7. Why does Eleanor Roosevelt, an elderly person now and a wealthy woman who doesn't need money, work so hard for the United Nations?

GRADE 6: SOCIAL STUDIES BY GENERAL TOPICS

Texts Used

Fusion Texts:

Your World and Mine, Ginn
Exploring the Old World, Follett

History Texts:

Background of American Freedom, Macmillan
Our Beginnings in the Old World, Laidlaw

Geography Texts:

Old World Lands, Silver Burdette
Homelands Beyond the Seas, Iroquois

Key

F - Follett; G - Ginn; I - Iroquois; L - Laidlaw; M - Macmillan; SB - Silver Burdette.

TOPICS	Fusion	History	Geography
Peoples of the Ancient World--Their Gift to Western Nations	F 18-139 G 2-78	L 11-159 M 1-199	SB 98-173
Earth's earliest people Where East and West divide Gifts of Greeks Gifts of Romans Palestine and Arabs			
Nations of Europe: Slow Growth of Freedom	F 140-321 G 104-176	L 281-358 M 203-274	
Early Middle Ages Later Middle Ages From Middle Ages to our day			

TOPICS	Fusion	History	Geography
Countries of Europe: Western Nations Learn Their Lessons	F 87-139 F 180-321 G 188-304	L 57-159 L 261-359 L 249-289 M 201-236 M 246-286	I 13-232 SB 22-152
Great Britain: Island nation			
Northern coastlands of Europe			
France and southern peninsula			
Countries of Central Europe			
Soviet Union - land and people			
Countries of Asia: Eastern Nations Change Their Ways	G 316-417 F 322-372	M 104-122	SB 153-264 I 233-372
Southwest Asia			
Divided India			
China			
Japan			
Southeast Asia			
Lands of the Tropics and Southward	G 422-487 F 322-405	M 41-83	SB 267-318 I 373-468
Lands of the Pacific			
Australia			
Africa			
Miscellaneous Topics			
Polar Regions	G 173-174	L 281-290	SB 277-278
United Nations	F 156-246	L 334-345	I 469-483
Religions	F 77-190	M 224-244	SB 316-334
Europe Awakens	F 333-350 F 167-178	M 310-316 L 317-360 M 290-337	I 481-482

PEOPLES OF THE ANCIENT WORLD

Egypt

Activities:

1. Have children write letters to the following sources:

   Ford Motor Co., Research and Information Department, the American Road, Dearborn, Michigan. Ask for The History of Measurement.

   Hammerhill Paper Co., Educational Service, 1579 East Lake Road. Ask for: How to Make Paper by Hand. 25¢

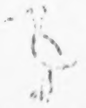
2. Have children create a bulletin board using the above materials. The latter can also be used as supplementary reading material.

3. Have children write for the following free films:

   Institute of Visual Communication, Inc., 40 East 49 St., New York 17, N.Y.
   Film: "Flight Into Time."

4. Show films or filmstrips. For effective use of films or filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. How did we learn to write? Ancient man made pictures to tell a story. Find some samples of picture writing. The Egyptians were very good with a form of picture writing.

   C the  . I see the bird.

   Write a story using pictures and words. Maybe you would like to cut out pictures and arrange and paste them to tell a story. Now write the story using just words.

6. Make a model of the pyramids. These may be made either from modeling clay or from salt and flour. Write a story telling how the pyramids of Egypt were made. Of what were they made? Can you imagine how these large stones were put in place without the aid of modern machinery?

7. Egypt was a dry country. The Egyptians had to irrigate their farms. The Nile River was the main river. In a few sentences describe the differences in their system of irrigation and modern day irrigation.

NATIONS OF EUROPE

Slow Growth of Freedom

Activities:

1. Have the children write letters to the following sources:

   Metropolitan Museum of Art, 5th and 82nd Streets, New York 28, N.Y.
   Ask for: Sets of pictures by name: King Arthur and His Knights; Life in Medieval Towns and Castles. (50¢)

2. Write a story describing the things you had to do to become a knight. Include some ideas from the oath the knight had to take. How would his clothing differ from other people's clothing when he was dressed for duty? At what age does he start his training as a page? What is the difference between a page and a squire?

3. Plan a skit, play or pantomime for making someone a knight. Base it around the Medieval Court. Choose a king, a knight, a squire and a page. Be sure you understand the position and duties of each. Choose a member of the class to be knighted. Pupils might make representations of spears, armor, etc. Pupils not in the skit may act as attendants or observers.

4. Use your bulletin board to display pictures and any other material you find concerning medieval times.

COUNTRIES OF EUROPE

Their Gifts

Activities:

1. Have the children write letters to these sources requesting the material listed below:

   Lead Industries Association, 60 East 42nd Street, Room 2020, New York 17.
   Ask for: Ancient Metals.

   Copper and Brass Research Association, 420 Lexington Avenue, New York 17.
   Ask for: Copper - The Cornerstone of Civilization.

   Public Relations Department, General Motors Corporation, General Motors Building, Detroit 2, Michigan. Ask for: Transportation Progress.

2. Have children create a bulletin board using the above materials. The latter can also be used as supplementary reading material.

3. Have children write for the following free films and/or filmstrips:

   Source: Anchorage Office, Department of Education. Films: No. 1166 "Man Inherits Earth;" No. 1167 "Stone Age People of Today;" No. 1169 "Stone Age Faith Today;" No. 1170 "Mesolithic Age Today;" No. 1172 "Discovery of Agriculture."

   Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.
   Film: "A New World of Farming" No. 1327 (Color, 22 min., contrast modern scientific agriculture with primitive methods.)

4. Suppose you are an archaeologist looking into the home of early man. Write a description telling where you might find it and the kinds of tools, clothing and cooking vessels you might see. Prepare the bulletin board showing some of the things you discover. (These may be cut out pictures if available. If not, the pupil might make drawings of ancient tools, etc.)

5. Make a list of things in your home and school that you would not have if it weren't for the wheel (just a single word like radio, phonograph, electric lights, etc.).

6. If we did not have the wheel, how would it change the following things in our life: Choose one of these topics and write a paragraph about it.

   Transportation; Heating Our Homes; The Foods We Eat; The Clothes We Wear; Our Relations with Foreign Countries (this topic is for that extra-studious pupil); Our Communications System; Our Music.

7. Write a brief account of how ancient man may have discovered the use of fire. Use your imagination but read about ancient man before you start your story. Try to find some Indian legend that deals with the discovery and use of fire.

8. Ancient man, as we know, could not write. Suppose that one of these early men had discovered a certain pool of water is poisonous and cannot be used. Use your imagination and then write a paragraph telling what signs or methods he would use to tell other people that the water was no good. Think of signs made by both hands and things. Remember he can't write. What sign will he use to convey the message?

COUNTRIES OF EUROPE

British Islands

Activity -- Mapping the Language of the British Islands.

1. Have the children write letters to the following sources:

   Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Illinois. Ask for Teaching Social Studies through Maps, WA 100 (Set of desk outline maps.)

   British and Irish Railways, Inc., 630 Fifth Avenue, New York 20, N.Y. Ask for maps and pamphlets in color.

2. Have children create a bulletin board using above materials. The latter can also be used as supplementary reading material.

3. You will find that many Welsh names of towns and people are very long. You will note that many Irish names start with a capital O' as O'Donnell and that many Scotch names start with Mc or Mac, as MacGillivary. Many English names describe a person, tell what he does or where he comes from; for example, we have people named White, Long, Baker, Carpenter, Smith, etc.

4. Make a map of the British Isles and color it. Use a different color to show where the most important differences in the spoken languages occur; e.g., Irish, Welsh, Scotch, and English.

5. Make a list of names which represent the names of Wales, Ireland, England and Scotland.

6. Do you know the origin of your own name or the country from which it may come: If you do, write a paragraph telling all you can about your name. (It should be pointed out that many names are shortened or have the spelling changed when they are Americanised. For instance, Pague-Paige-Page; Petrovich-Petro; Millington-Mills.)

Northern Coastlands

Activities:

1. Have children write letters to the following sources:

   Embassy of Finland, 1900 24th St., N.W., Washington 8, D.C. Ask for: A Letter About Finland.

Danish National Travel Office, 588 Fifth Avenue, New York 36, N.Y. Ask for: Danish travel literature.

Nestle's Company, Inc., 100 Bloomingdale Road, White Plains, New York. Ask for: Favorite Cookies from Other Lands.

Norwegian Information Service, 3516 Massachusetts Ave., N.W., Washington 7, D.C. Ask for: Norway--Government and Political Institutions.

American-Swedish News Exchange, Inc., 630 Fifth Avenue, New York 20, N.Y. Ask for: Your Map of Sweden.

2. Have the children create a bulletin board using some of the above materials. Some of the material may be used for supplementary reading.

3. From the Favorite Cookies from Other Lands, perhaps some of the girls would like to try out a recipe at home. Tell the class how it came out.

4. Make a chart of facts about these countries. Have one or two pupils draw the chart. Have the entire class help fill in the information. A suggested chart is given below:

	Norway	Sweden	Finland	Denmark
Size in square miles				
Climate				
Population				
Chief Industry				
Kind of Government				
Capital City				

5. After having covered the text material and gone over any other material which you may receive, plan a panel discussion. A very good topic would be "How Are the Scandinavian Countries Similar to Alaska?"

   a. Each pupil should prepare a paper to aid in an orderly discussion.

   b. The paper should contain information on such topics as climate, population, industries, people, size, types of clothing, etc. Each pupil should choose one particular Scandinavian country, otherwise the assignment becomes too long.

c. Have maps available and hung so that they may be referred to as needed.

d. Either the teacher or an outstanding pupil should moderate the discussion.

e. If time is available it is always good to follow a panel discussion with a question and answer period. Make this as informal as is practical.

COUNTRIES OF EUROPE - CENTRAL EUROPE

Germany, Poland, Czechoslovakia, Hungary, Austria

Activities: Make a travelogue of these countries. Cut and paste pictures, write important facts, draw illustrations, hear their music, and eat their foods.

1. Have the children write letters to the following sources:

   Polish Embassy, 2640 16th St., N.W., Washington 9, D.C. Ask for: Folk Songs of Poland (10 songs and music.)

   Austrian Information Service, 31 East 69th St., New York 21, N.Y. Ask for: Austria -- In the Heart of Europe.

   German Embassy, Press Office, 1742 - 44 R Street, N.W., Washington 9, D.C. Ask for: A Visit to Germany (an imaginary trip through Germany.)

   Nestles Company, Inc., 100 Bloomingdale Road, White Plains, N.Y. Ask for: material on recipes from various foreign countries.

   The Embassy of Czechoslovakia, 2349 Massachusetts Avenue, Washington, D.C. Ask for: Travel posters.

2. Have the children create a bulletin board display using the above materials.

3. Have the children write for the following films and/or filmstrips:

   Filmstrip: "Poland in Pictures." Source: Polish Embassy, 2640 16th St., N.W. Washington 9, D.C.

   Free films: "The Bavarian Alps," "Romantic Castles in Wuerttemburg." These are in color and sound. Source: German Tourist Information Office, 11 S. La Salle Street, Chicago 3, Illinois.

4. Show the films. For effective use of the film generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Your job is to design an extensive travelogue of these countries. This may be oriented to tourist appeal. What information and pictures can you put in the travel guide that will interest the tourist and create in him a desire to go to these countries and see more?

   a. Is he interested in scenery?
   b. Does he like the wonderful type of music of these countries?
   c. Does he like their foods? (You are referred to some of your free material.)
   d. The national dress of these people is interesting.
   e. Pictures and stories of famous buildings and castles is a story in itself.
   f. Are the folk-dances of interest?
   These are a few ideas. Can you think of more?

6. Have the children learn a song which is representative of each country. At some community program like PTA they might present them as part of a program.

7. Have the pupils, especially the girls, make dolls and dress them in the costume of the country. Write a short story about your doll and tell about its clothes.

8. Write a paragraph about one of the great persons of one of these countries, such as a great leader, musician, hero, or writer.

9. Many people come from these countries to America. Some became heroes and leaders in America and helped establish our country. Choose one of these people who have contributed to the building of America and tell how he helped America.

COUNTRIES OF EUROPE

Switzerland

Activities:

1. Have the children write letters requesting the following materials:

   Swiss National Tourist Office, 661 Market St., San Francisco 5, California. Ask for: General folders on Switzerland.

   Department of Education, Anchorage Office. Ask for: Filmstrip No. 1095 "Nels and Gretel of Switzerland."

2. Show filmstrip. For effective use of films generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

3. After watching and discussing the filmstrip, write a comparison of life in Switzerland with your life in Alaska.

4. Read one of the following stories, and write a brief review of the story.

   Houghton Mifflin, High Roads: "Farming in Switzerland;" "A Lonely Night."
   Laidlaw, Children Everywhere: "Irmgard's Cow."
   Lyons & Carnahan, Stories to Remember: "High in the Mountains;" "A Disobedient Hero."

5. From Follett: Together We Sing, "Hiking Song," "Swiss Song."

   a. Play the records if available. If not, sing the songs.
   b. Write a poem or story suggested to you by the music. If you prefer, draw and color a picture you see as you listen to the music. Write a title for your picture.

6. Carving and watch-making are very important in Switzerland. Write a brief story telling about carving in Alaska. Maybe some of the pupils have samples of carving in wood, stone, or ivory that they could show the class.

COUNTRIES OF EUROPE

Soviet Union

Activities:

1. Have the children write letters to the following sources:

   Department of Education, Anchorage Office. Ask for one copy of the magazine U. S. S. R.

   Union of Soviet Socialist Republics, 1125 Sixteenth St., Washington, D.C. Ask for free literature for public schools.

2. Have the children write for the following free film:

   "The Soviet Union and Its People," available from the U.S. Air Force Film Library, Elmendorf Air Force Base, Anchorage, Alaska.

3. With the exception of Canada, Russia is Alaska's nearest neighbor. As we have learned, Little Diomede (U.S.) and Big Diomede (U.S.S.R.) Islands are very close to each other. We also find that St. Lawrence Island is closer to Russia than it is to Alaska. Many villages and people in Alaska have Russian names. Look on a map of Alaska and see how many of these you can find. Make a list of them.

4. Show the film. For effective use of the film generally, and also for specific suggestions concerning the encouragement of written composition with the above, see Section One, page 8.

5. Vitus Bering (Behring), a Dane in the employ of Russia, was the first European to sail up what is now known as Bering Strait. Use your history texts and the encyclopedia and find the names of some other Russian explorers in Alaska. Write a paragraph about one of these. Try to find out (a) when he came to Alaska, (b) where he explored in Alaska, (c) whether he started a town, (d) why he was interested in Alaska.

6. Write a letter to the fourth, fifth and sixth grades at Gambell and Savoonga, St. Lawrence Island, Alaska. In your letter tell about early Russian exploration and settlement in your community. If your village has no Russian background, choose some aspect of Russian exploration or colonization and tell about this.

   Ask the children of St. Lawrence Island to relate to you by letter any stories of Russian settlement, exploration or hunting connected with their village. Ask about the Russian fur seal hunts. Did the Russians build a church on St. Lawrence Island?

COUNTRIES OF ASIA

China, Japan, India, Turkey

Activities:

1. Have children write letters to the following sources:

   Chinese News Service, 1270 6th Avenue, New York 20, N.Y. Ask for Scenic Maps of Formosa.

   Air India, 425 Park Ave., New York 22, N.Y. Ask for travel posters.

   Japan Travel Bureau, 45 Rockefeller Plaza, New York 10, N.Y. Ask for brochures, leaflets and descriptive literature.

2. Children create a bulletin board using above material. The latter can also be used as supplementary reading material.

3. Have children write for the following free films or filmstrips:

   "Japan, the Land and the People." Ideal Pictures, Inc., 233 W. 42nd St. New York 36, N.Y.
   "One Road" (Turkey, Iran, Afghanistan). Ford Motor Co., 4303 Telegraph Avenue, Oakland, California.
   "Chittagong Hill Tracts" (India). Pakistan Consulate General, 2206 Pacific Avenue, San Francisco 15, California.

4. Show films or filmstrips. For effective use of films and filmstrips generally, and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Teach the song "Chimes at Night," p. 147, Follett: Voices of the World.

6. Asia is a continent of many extremes in land, climate, rainfall, etc. Pick any three of these and write descriptions of opposite extremes; e.g., lowest and highest geographical areas.

7. From your reading you know that India is a land of great natural resources. It is also a land of extreme poverty. Do you think our bulletin board displays present a picture of the way things are in most of India? List the reasons why India is a poor country, tell what is being done about it today and by whom it is being done. (This can be committee work with summaries being written.)

8. The Chinese people were civilized over 2,000 years ago and invented many things that we still use today. Choose one such Chinese invention and tell why it is important or interesting and how we use it today, and illustrate.

LANDS OF THE TROPICS

Australia

Activities:

1. Have the children write letters asking for free material from the following sources:

   Australian News and Information Bureau, 636 Fifth Avenue, New York 20, N.Y.
   Ask for: Australia: A Guide for Teachers; Australian Birds and Animals; A Look at Australia.

2. Have children create a bulletin board using above materials.

3. Have children write for the following free films or filmstrips:

   Films: "Shearing at Big Billabong;" "Branding" (sound, 11 min.); "The Drover" (sound, 11 min.) Source: The Wool Bureau, The Librarian, 360 Lexington Avenue, New York 17, N.Y. (Return postage must be paid by borrower.)

   Filmstrip: "Sandy, the Sheep Dog." No. 532. Anchorage Office, Department of Education.

4. Show films or filmstrips. For effective use of films or filmstrips generally, and also for specific suggestions concerning the encouragement of written composition with the above, see Section One, page 8.

5. If your school has kept a file of "The National Geographic" magazines, have them go through these and see what they can find about Australia and New Zealand. Write a paragraph about any article you might find. (The purpose is to have students practice summarizing.)

6. Make a list of the animals and birds that are peculiar to Australia. Write a short story about a mother kangaroo and her baby. How does she carry the baby?

7. Can you imagine what life is like on a large sheep ranch in Australia? Suppose you live on one of these. Write a story about your life and what you see on a large sheep ranch. What are some of the problems of raising sheep? How is the shearing done? How do rabbits affect the raising of sheep?

8. Suppose you are a herdsman driving a mob of cattle from the range to market. What are some of the problems? Write a description of the drive, comparing it to our early American cattle drives.

9. Most of Australia is desert. Draw a map of Australia and by coloring show the chief areas of population around the desert. Write an explanation of your map and put the map on the bulletin board.

10. Talk about reasons why the sheep stations are so large, and make a tentative list of the uses of wool that make sheep raising profitable. Write the story of "a bit of wool" from the time it is sheared from a sheep in Australia until it appears in one of your garments.

LANDS OF THE TROPICS

Africa

Activities:

1. Have the children write to the following sources:

   Belgian Government Information Center, 630 Fifth Avenue, New York 20, N.Y. Ask for: Negro Art in the Belgian Congo (order for library or send 25¢)

   South African Government Travel Information, 655 Madison Avenue, New York 21, N.Y. Ask for: brochures, leaflets, and educational material.

   East Africa Tourist Travel Information, 6 E. 45th St.,New York City. Ask for: Illustrated materials.

   Belgian Congo Travel Office, 589 5th Ave.,New York City. Ask for booklets and leaflets.

2. Have children create a bulletin board using the above materials. These may be used as supplementary reading materials.

3. Have the children write for the following film and filmstrip:

   Film: "African Journey." Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

   Filmstrip: No. 1093 "Wambo and Jawa of the Hotlands." Anchorage Office, Department of Education.

4. Show film or filmstrip. For effective use of films generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Find pictures or make drawings of some of the interesting African animals. Label your pictures. Write a paragraph about one of these animals.

6. Write a pen-pal letter to some boy or girl your age. Tell them about your school and about Alaska. Describe our winters. Some children in Africa have never seen snow. Ask your pen pal to tell you about his country and how they live. Address your letters: To a Pen Pal (age 13 or whatever age you wish), c/o Office of Tourism, Capetown, South Africa.

7. Africa is now much in the news. Look in newspapers and magazines for stories about Africa, its countries, cities and people. As you find,these,

make a brief report in writing for your own use. Put the clippings on the bulletin board.

8. Many people have done much to help Africa. See what you can find about Stanley, Livingston, Albert Schweitzer or Cecil Rhodes. Write a short story about one of these people. Tell your story as if you were that person and writing of your experience for your friends.

MISCELLANEOUS TOPICS

Polar Regions

1. Have the children write letters to the following sources:

   Chamber of Commerce, Fairbanks, Alaska. Ask for: Free folders and literature on Arctic tours.

   Valdez Chamber of Commerce, Valdez, Alaska. Ask for folders and pamphlets showing glaciers and the "Switzerland of Alaska."

2. Have children create a bulletin board using any pictures, news stories, and other material they may find. Key words in searching for material will be: Arctic, Antarctic, Polar, Glacier, Vikings, Greenland, Franklin, Knud Rasmussen, Wilkins, Ben Eielson, Expedition Arctic, Hudson, Captain Cook, Bering and Stefanson. There are many others famous for Polar exploration. Don't forget the explorers of the South Polar regions.

3. Have children write for the following free films and filmstrips:

   Films:
   "Ice Cap II" (MF 55-8245)--Commanding General, Attention of the Signal Officer, Ft. Richardson, Alaska;
   "Greenland" - U.S. Army Snow, Ice and Permafrost Research Establishment, Attn: Director, 1215 Washington Ave., Wilmette, Illinois;*
   "Ice Breaker" (MN 7336) - Dept. of Navy, Assistant for Public Information, U.S. Naval Station, Seattle 99, Washington;*
   "The Arctic" (# 1186); "Alaska, The Land and Its People" (No. 1187); Anchorage Office, Department of Education (These are filmstrips.)
   *Borrower pays postage both ways.

4. Show films or filmstrips. For effective use of films generally, and for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Look at a map of the world or your globe. Draw a map with the North Pole at the center. Draw the land areas surrounding the North Pole. Suppose you wish to fly from London to Tokyo--what is the shortest air route? You must pass through Anchorage, Alaska.

6. Write a description of what you would see on a flight from Spitsbergen to Point Barrow, Alaska. Remember the pictures you have seen and the stories you have read about the Polar Ice Cap.

7. Although the polar regions are almost always covered with ice, many kinds of sea and land animals live there. List these. What bird lives on the Antarctic Continent but not in the North? (Kool Cigarette packages). Write a brief story of a hunt for one of these animals or sea dwellers. Which one would you rather hunt? Why? Walrus, seals, ducks, whales, salmon, caribou, etc.

SCIENCE

Content to be covered has been combined into eight basic units for the intermediate grades as synthesized from the combined tables of contents of State-adopted texts at three levels.

Again it is hoped that the outline of content will provide the teacher with an overview of topics to be studied plus page references to the location of material both in teacher's guides and textbooks.

The outline of basic units to be taught in the intermediate grades is followed by the detailed activities for a given topic of study.

ELEMENTARY SCIENCE: GRADES 4, 5, 6

Topic		Level	Unit Titles	Teacher's Guide Page	Text Page
I.	Plants (Heath)	4	Plants and More Plants	55	104-117
			Plants and Seeds	61	118-133
		5	Exploring the Farmer's World	52	120-136
			Exploring the World of Living Things	86	106-118
		6	Sunlight, the Food Maker	69	180-212
	Plants (Singer)	4	Plants Change	125	201-227
		5	The World of Plants	118	193-218
		6	Plants You Cannot See	50	59-96
			Plant Improvement	110	163-173
II.	Animals (Heath)	4	Insects that Work Together	68	134-142
			Climate (How Animals Adapt to)	73	143-176
		5	Exploring the World of Living Things	41	83-119
		6	The Changing Earth (Prehistoric Animals)	79	213-246

Topic	Level	Unit Titles	Teacher's Guide Page	Text Page
Animals (Singer)	4	How Animals Change	56	82-131
	5	The World of Animals	155	257-301
	6	Animals you Cannot See	50	58-96
		Different Kinds of Animals	137	210-229
III. Weather & Climate (Heath)	4	Weather	17	1-33
		Climate	73	143-176
		Seasons	99	230-241
	5	What Will the Weather Be?	113	309-344
	6	The World of Weather	99	285-324
Air, Atmosphere and Weather (Singer)	4	The Weather Changes	99	155
		Air	91	141
		Balloons and Parachutes	102	159
	5	Atmosphere and Weather	64	94
		The Weather	68	101
		Airplanes	77	118
	6	The Atmosphere	24	15
		Travel in the Atmosphere	28	21
		Destructive Weather	34	31
		Climate Affects Living Things	43	47
IV. Energy and Physical Changes Around Us (Heath)	4	Moving Things on Land	28	34-58
		You Use Air	48	92-103
	5	The World of Molecules	26	36-57
		Solids, Liquids, Gases	33	58-82
	6	News Comes to Us	17	1-50
		The World of Chemistry	45	95-137

Topic	Level	Unit Title	Guide	Text
Matter and Energy (Singer)	4	Electrical Energy	143	231
		Sound and Hearing	150	248
		Light and Seeing	154	254
	5	Heat, Magnetism and Electricity	139	225-245
	6	Heat	156	243
		Light	164	257
		Electrical and Atomic Energy	170	270
V. Machines (Heath)	4	Riding on Air	41	71-91
		We Use Power	104	
	5	Machines	81	213-219
		How We Get Electricity	99	266-282
		How We Use and Control Electricity	106	283-308
	6	Power Today and Tomorrow	110	325-365
Machines (Singer)	4	Making Work Easier	18	13-17
	5	Airplanes	77	118-130
	6	Machines Help You Do Work	77	103-120
VI. Conservation of Resources (Heath)	4	High Water, Low Water	88	196-219
	5	Exploring the Farmer's World	52	120-136
		Water and Conservation	59	137-159
	6	The Changing Earth	79	213-246
(Singer)	4	Saving Soil	48	65
	5	Characteristics That Help Them Survive	135	218
	6	Plant Improvement and Conservation	110	162-173

Topic	Level	Unit Title	Guide	Text
VII. The Universe (Heath)	4	Travelers Around the Sun	112	270-286
	5			
	6	The Universe	90	247-284
(Singer)	4	Stars All Around You	164	272-278
	5	The Earth in Space	18	7-34
	6	The Stars Around Us	180	291
		Other Heavenly Bodies	188	305
		Space Adventure	195	321
VIII. The Human Body (Heath)	5	Exploring Your Growth	92	249-265
	6	A Visit to the Doctor	56	138-179
The Human Body (Singer)	4	What Do Foods Contain?	111	170-195
		Foods for a Healthy Body	114	
		What Happens to Food in Your Body	119	
	5	Know Your Body	83	131-164
	6	This Is You	91	131-158

PLANTS

Activities:

1. Have pupils write to the following sources:

   Swift and Company, Agricultural Research Dept., Union Stock Yards, Chicago 9, Illinois. Ask for the free booklet, The Story of Plants. This gives the story of how plants grow and make seeds.

   Illinois Natural History Survey, 189 Natural Resources Bldg., Urbana, Illinois. Ask for their circular #32, Pleasure with Plants.

2. Have pupils assemble and label a bulletin board display using these materials. Some of these may be used in the study of plants.

3. Have pupils write for one or more of the following films or filmstrips: (Source: Anchorage Office, Department of Education)

   Films: "The Plant Organization," "Seeds and Germination,""Roots," "Stems," "Leaves," "Chlorophyll," "Role of Green Plants."

   Filmstrips: No. 1144 "How a Plant Grows;" No. 1145 "How a Plant Makes Food;" No. 1200 "What Makes Up a Flower Family;" No. 1201 "Structure of Flower Plants."

   Show films (For effective use of films and strips, see Section One, page 8.)

4. In order to encourage written composition it would be desirable to have a limited number of questions to be answered by the film. The answers to one or more of the questions should be recorded briefly in written form by each student before entering into a discussion of the film. Then have a class discussion based on these questions.

5. Put a blotter around the inside of a tall water glass so that it touches the bottom all the way around. Put six or eight peas between the blotter and the glass. Place the glass in a warm, sunny spot in the room. Watch as the roots, stems, and leaves develop. A committee of three to five pupils should keep a daily record of the growth, recording the following:

   a. Which develops first, the roots, stems, or leaves?
   b. How long does it take for a blossom to appear?
   c. How long will it take for a seed pod to form?

   Another experiment, using lima beans, may be found on p.126, D.C. Heath, Science in Your Life.

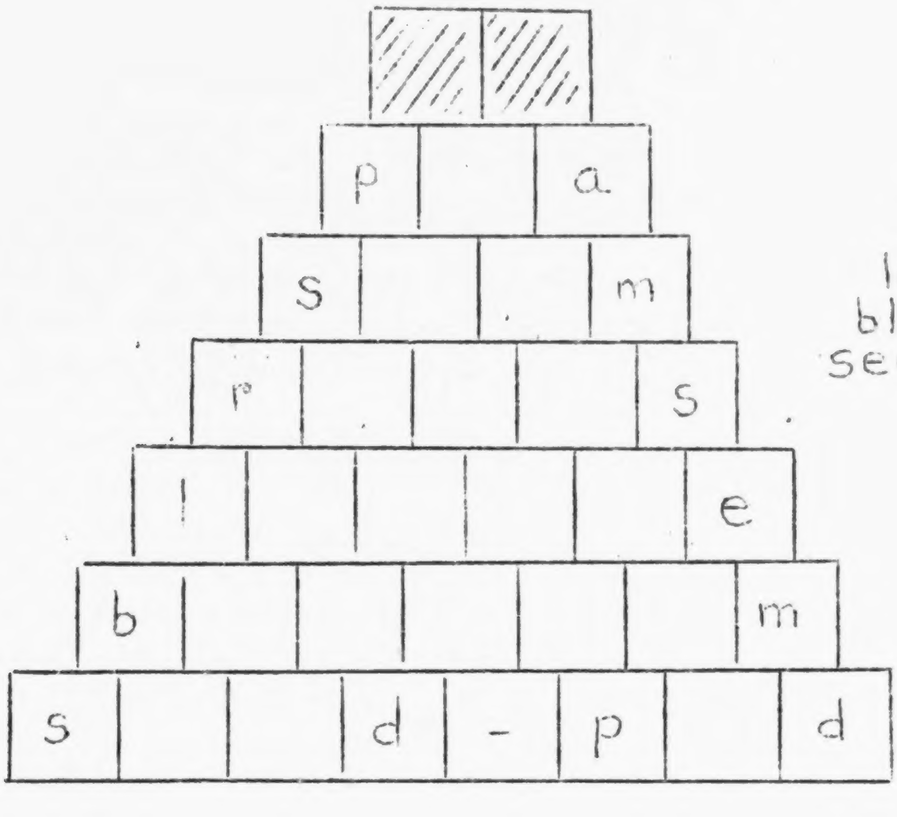
6. Read this story beginning and think of a good ending.

The Ambitious Garden Pea

"When will I ever get to school?" asked an unhappy garden pea as he listened to the school children who came into the store discussing the fun they were having in science class. "It's so dark in this package! How can I ever get out to be with the children?" Just then he felt his box being lifted out of the seed display rack, and a woman's voice said, "It will soon be time to plant my garden, and of course I must plant some peas." "Oh, my adventure is beginning," said the little pea.

Please finish the story so that it tells how the little pea was planted, grew, and produced green peas which were used in the school cafeteria.

7. WORD PYRAMID



pea
stem
roots
legume
blossom
seed - pod

Start at the top and work down. Each word pertains to the plant study of the garden pea.

ANIMALS

Activities:

1. Have pupils write for the following:

   Swift & Company, Agricultural Research Dept. Union Stock Yards, Chicago 9, Illinois. Ask for the free booklet, The Story of Meat Animals. This gives a history of meat animals, how they digest their food and the kinds of meat we get from them.

   Kiwi Polish Company, Pottstown, Pennsylvania. Ask for the free booklet, The Story of the Kiwi, which tells the story of New Zealand's most curious bird.

2. Have pupils assemble and label a bulletin board display using these materials. Some of these may be used in the study of animals.

3. Have pupils write for one or more of the following films or strips: (Source: Anchorage Office, Department of Education)

   Films: "Social Insects - The Honeybee" (EBF); "Fishes and their Relatives" (EBF); "What is a Reptile" (EBF); "Animal Homes" (Churchill Films); "Worms" (McGraw-Hill); "Fishes, Amphibians and Reptiles" (McGraw-Hill); "Reptiles Are Interesting" (Film Associates of California); "Fish Are Interesting" (Film Associates of California); "Animals Move in Many Ways" (Film Associates of California).

   Filmstrips: No. 480 "Body Covering: Animals;" No. 481 "Protective Coloring;" No. 482 "Using Protective Coloring;" No. 483 "Protective Weapons;" No. 484 "Protective Behavior;" No. 1202 "Identifying Parasitic Plants;" No. 1211 "Insects that Live in Societies;" No. 1212 "Insects - Harmful and Useful;" No. 444 "How Animals Live in the Arctic;" No. 445 "How Animals Live in the Air;" No. 446 "How Animals Live in the Desert;" No. 447 "How Animals Live in the Forest;" No. 448 "How Animals Live in Fresh Water;" No. 449 "Land and Water Migration;" No. 519 "Hibernation;" No. 520 "Adjustment to Summer;" No. 521 "Seasonal Body Changes;" No. 522 "Seasonal Habits;" No. 1203 "Plant and Animal Life Under the Sea;" No. 1205 "Life of a June Bug and a Cicada."

4. Show films. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. In the fall, write letters to teachers in the lower 48 to have them send cocoons for the class to watch. The following addresses may be used:

   Mrs. Huber McLellan, 207 H Street, LaPorte, Indiana

   Miss Ellen Williams, Owensville School, Owensville, Indiana

   Miss Hallie Conrad, Elementary Consultant, Curriculum Building,
   Elkhart Public Schools, Elkhart, Indiana

   When the cocoons arrive, place them in a flower pot by a plant so that they are dampened when plants are watered. In the spring, if and when they hatch, divide the children into three groups and suggest that they write a very short three-act play, each group writing one act. This play will show the life cycle of the butterfly.

   Group I - The butterfly has come out of the cocoon. Children are talking about it as they observe its actions. It gradually unfolds its wings, then flutters, flies, and chooses a place to lay its eggs. Then it flies away.

   Group II - A child is dressed as a little green caterpillar which has just hatched out of an egg. He is very hungry and eats and eats green leaves as he crawls along the branch of a tree.

   Group III - The full grown caterpillar has spun his cocoon and is sleeping among flowers in a garden. He slowly emerges from an opening in the end of the cocoon, as a butterfly.

   Costumes should be very simple. They may be planned and made in art class as a project. Paper bags, old cartons, newspapers, construction paper, or old cloth may be used.

6. Make up a song or poem which the flowers could sing or say as they wait for the butterfly to visit them.

7. Pretend you are an animal. Write a riddle about your distinguishing characteristics for the rest of the class to guess.
   Example: I have lungs and breathe air. I am warm blooded. I am a mammal; so I can make milk to feed my young. I am the largest animal in the world. Eskimos like me for food. What am I?

8. Discuss how animals are protected from the weather. Place a drop of water on a feather. Notice that the water runs off. Try to find out how birds can waterproof their feathers.

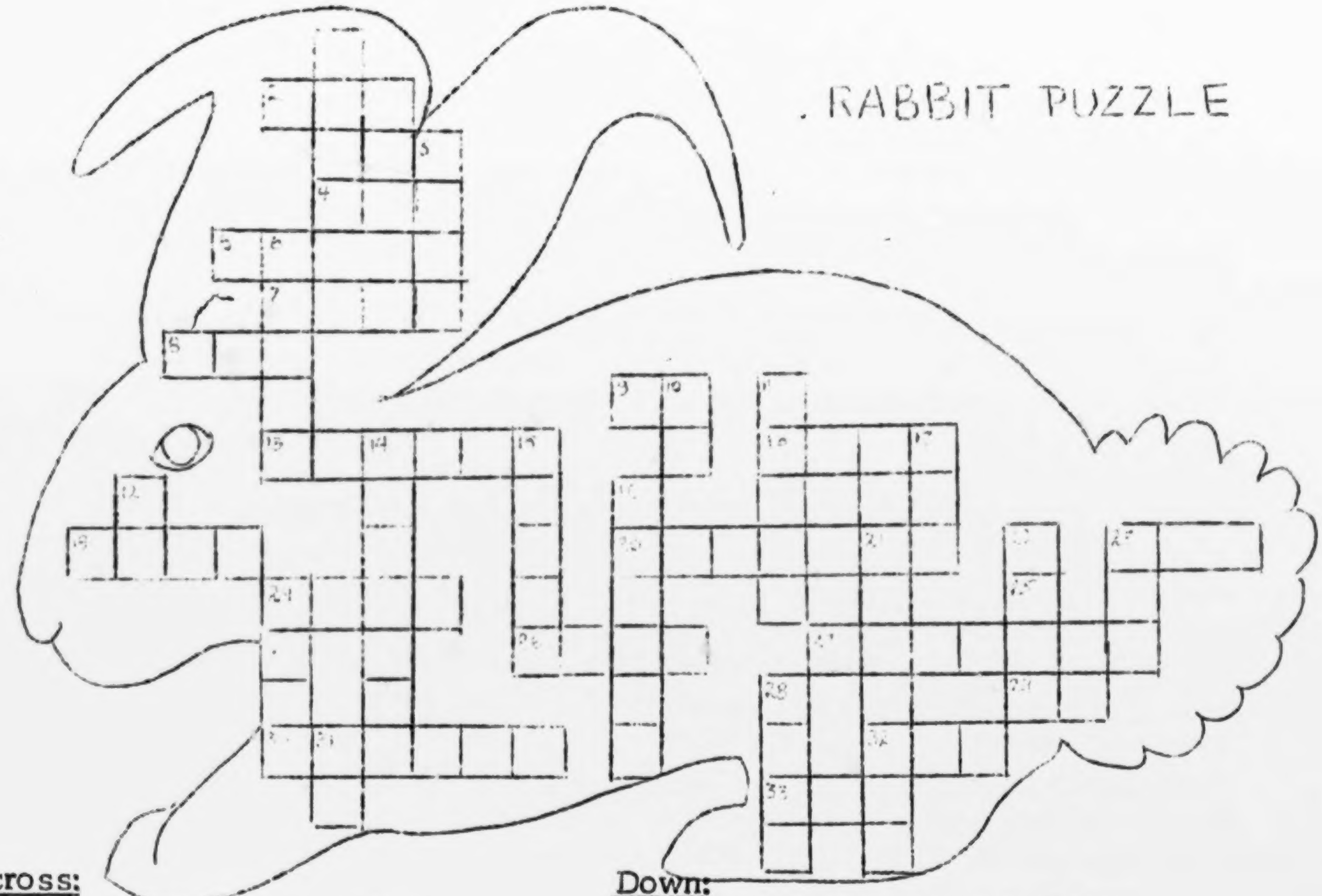
Collect pictures for a bulletin board display of "How Animals Are Protected." Using the free materials and any available magazines find pictures for the following:

animals with scales
animals with shells
animals with wool
animals with fur
animals with feathers
animals with thick tough skin
animals with spines.

Label the pictures and write captions for them.

9. (See Rabbit Puzzle on following page.)

(This puzzle may be dittoed)



Across:
2. Good friend (ans: pal)
4. To give food (feed)
5. Opposite of down (up)
7. The rabbit has long______. (ears)
8. Present tense of ate (eat)
9. A negative answer (no)
13. The shape of this puzzle (rabbit)
16. The rabbit _____from one place to another.(hops)
19. Number of legs on a rabbit (four)
20. Rabbit food (lettuce)
23. To point a gun (aim)
24. Opposite of short (long)
25. Sick (ill)
26. The rabbit's tail is______. (soft)
27. A color (brown)
29. To act (do)
30. Rabbits are often gifts at ________. (Easter)
32. To possess (own)
33. Chubby (fat)

Down:
1. Parts of the whole (half)
3. Animal pals (pets)
6. Name of famous rabbit in Mr. McGregor's Garden (Peter)
10. Position or place (on)
11. Color of many rabbits (white)
12. A preposition (to)
14. Name given small rabbits (bunnies)
15. Softest part of a rabbit (plural). (answer - tails)
17. With eyes, people ______. (see)
18. Soft (fluffy)
21. A root vegetable rabbits eat (carrots)
22. Gentle (kind)
23. Everything (all)
24. To be fond of (love)
28. Opposite of right (left)
31. Part of the verb "to be" (am)

Activities:

1. Have children write letters for free films and filmstrips.

   Film: "The Unchained Goddess" (Source: Un. of Alaska Extension Service, College, Alaska); "Fountains of Life" (color); and "Weather, Breath of Life" (color; both available from the Anchorage Office of the Department of Education.

   Filmstrips: No. 555 "The Sun, Weather Maker," No. 556 "Air in Action," No. 557 "Water in Weather," No. 558 "Thunder Storm," No. 559 "Weather and People," No. 560 "Weather Bureau," No. 561 "Weather Maps," No. 562 "Be Your Own Weather Man," No. 1146 "A Trip to a Weather Station," No. 1158 "Light and Heat," No. 1165 "Air and Weather," No. 1166 "Man Inherits the Earth." (Source: Anchorage Office, Department of Education.)

2. Show films or filmstrips. (For effective use, see Section One, page 8.) In order to encourage written composition it would be desirable to have a limited number of questions to be answered by the film or filmstrips. Then have a class discussion based on the questions.

3. The teacher might have had a lesson in English on quotation marks before making this assignment. Write the conversation you might have overheard between three raindrops discussing their travels from the time they left the sky until they returned to it as part of a cloud.

4. How does weather affect the lives of people in different occupations? Pretend you are a farmer, an airplane pilot, a sailor, or a truck driver. Write a short story telling why weather is important to you.

5. An experiment: Bring a cold glass into the warm room. If there is enough moisture in the air, the outside of the glass will fog over. What causes this? Sometimes the glass won't fog over. Why not? (The air in the room is too dry.) If the experiment fails, put a vessel of water near the heater until the experiment is successful. How has the air changed in order to make the glass collect moisture?

6. After the water cycle has been discussed, the children prepare a mural or a bulletin board display presenting the cycle. They decide upon the captions and write them in manuscript.

ENERGY

Activities:

1. Have pupils write for the following:

   National Carbon Co., 30-20 Thomson Ave., Long Island City, N.Y. Ask for: The Inside Story of Dry Batteries.

   Pennsylvania Refining Co., 2686 Lishan Road, Cleveland 4, Ohio. Ask for: Know Your Carburetor.

   Aerospace Industries Association, Public Relation Service, 610 Shoreham Bldg., Washington 5, D.C. Ask for: Shape of Flight. Reasons for the different shapes of airplane wings. Chart 9-1/2 x 13 inches.

   Ford Motor Co., Research and Information Dept., The American Road, Dearborn, Michigan. Ask for: Facts and Facets of the Automotive Industry. Series of 3 charts 16 x 22" and 3 charts 24 x 22" showing the evolution of the Ford, Lincoln and Mercury. Order by set.

   Thomas A. Edison Foundation, 8 West 40th St., New York 16, N.Y. Ask for: (1) Edison and Other Experiments You Can Do - includes writings of Ohm, Ampere, Edison, Faraday and others. (2) They Experiment for Themselves - set of 7 books on experiments carried out by the children.

2. Have pupils assemble and label a bulletin board display using above materials. Some of the materials may be used in the study of energy.

3. Have pupils write for one or more of the following films or filmstrips: (Source: Anchorage Office, Department of Education)

   Films: "How To Produce Electric Current with Magnets" (EBF); "Electrons at Work (EBF); "Evidence for Molecules and Atoms;" "Magnetic, Electric and Gravitational Fields;" "Airplanes and How They Fly;" "The Flow of Electricity;" "The Force of Gravity;" "Friction" (McGraw-Hill); "Atomic Energy- Inside the Atom;" "What is Electric Current?"; "Waves of Energy;" "Battery Electricity;" "Energy;" "Electric Circuits;" "Center of Gravity;" "Magnetism;" "Static Electricity;" "Energy and Work."
   Filmstrips: No. 586 "Wind and Water Engines;" No. 1026 "Facts About Storage Batteries;" No. 1143 "How Airplanes Fly." For other filmstrips see listings under "Machines."

4. Discuss friction and the use of wheels. Fill a small carton with books, rocks, or anything else heavy. Drag it across the floor. Then put three or four pencils under the box. Drag it again. Have the children write a short explanation of why the box moves more easily with pencils.

5. Have the children make line drawings using stick figures to illustrate the process. Make a bulletin board display using the stories and the pictures.

6. Have each child compile a science vocabulary list. Additions will be made to this list as new topics are introduced. These words can be transferred in manuscript writing to cards 4-1/2 x 12 inches. Play recognition games with the cards. Example: One child holds all the cards. He shows the words one at a time. Two other children "race" to see who can pronounce the word first. The winner chooses some one to take his place. The loser races again.

7. The Elusive Molecule

On his way home from school Joe began to think of his science lesson about molecules. He decided to notice all the invisible molecules which he encountered as he walked along.

As he passed Jane's house he decided that she would have a hamburger with onions for her supper. Invisible molecules told the story.

Complete Joe's story telling of as many other invisible molecules as he might have detected before he reached home.

MACHINES

Activities:

1. Have pupils write for the following: (See listing of free materials under "Energy." Some may be used in the study of Machines.)

2. Have pupils write for one or more of the following films or filmstrips:

Films: "Machines Do Work"(McGraw-Hill); "The Pendulum" (McGraw-Hill); "Thinking Machines" - 2 films (Modern Learning Aids). Source: State Department of Education, Anchorage, Alaska.

"A Crown for Catherine" (explains how modern appliances are planned so that Catherine's work will be easier); "Five Steps to Jets" (History of aviation up to the use of jets); "The Romance of the Reaper" (McCormick's invention of the reaper and improved models through the years); "Taming a New Frontier" (Chet Huntley tells of modern engineering techniques in building Glen Canyon Dam in Arizona). Source: Pictures, Inc., 811 Eighth Ave. Anchorage, Alaska.

Filmstrips: No. 234 "Writing and Printing;" No. 585 "Energy and Engines;" No. 587 "Steam Engines;" No. 588 "Gasoline Engines;" No. 589 "Diesel Engines;" No. 590 "Jet Engines and Rockets;" No. 1057 "The Wright Brothers, Pioneers of American Aviation;" No. 1049 "Robert Fulton and the Steamboat." Source: Anchorage Office, Department of Education.

Some of these films correlate with the study of energy.

3. Show films or filmstrips. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

4. Have the children drive two nails about six inches apart into a board. Place a large spool on one of the nails and a small spool on the other. Stretch a rubber band around the two spools. Place a large dot (with paint or crayon) on the top outer edge of each spool. Have one child watch the large spool and count the number of turns it makes. Have another child watch the small spool and count its turns. Continue turning the large spool until a point is found where both the large and the small spools have made a whole number of complete turns. Use a ruler to measure the diameters of the spools (measurement should be made where the rubber band was running). Compare the number of turns the spools made to the ratio of the measured diameters. Have the children write a step by step account of the experiment, incorporating the principle that a big wheel may be used to turn a small wheel faster.

5. Divide the class into two teams (choose sides). One team will think of machines that have wheels and list them (examples: doorknob, pulley, radio dial, bicyle, egg beater, etc.). The other team will classify the machines into these categories: (1) Wheels that turn and travel; (2) Wheels that turn without traveling; (3) Wheels that turn axles; (4) conveyor belts; (5) screw conveyer; (6) pumps; (7) rolling pin wheels; (8) wheels that squeeze. After the machines are classified, team number one will check the classifications. Team number two will score one point for each correct classification. Team one scores a point for each incorrect classification.

6. Have the children make a teeter-totter using a long board and an oil drum. As two children use the teeter, have the other children in the class find the fulcrum (the oil drum) and explain its use as the support from which the lever (the teeter) moves. Let one child be the "load." Have him move from the end of the teeter closer and closer to the fulcrum. Each child will then explain in a few sentences the amount of force needed to lift the load in relation to the distance from the child, who is the load, and the fulcrum.

7. Such words as these may be added to the science vocabulary list that was suggested as an activity in the study of energy: screw, wedge, lever, wheels,

pulley, friction, inclined plane, elevator, conveyor, gear, roller, shovel, electric, magnify, wringer, axles.

Choose sides and have a spell-down using all the science words listed. The teacher can establish "fun" competition by giving the most difficult words to the best spellers.

CONSERVATION

Activities:

1. Have pupils write to the following sources:

National Wildlife Federation, Educational Servicing Section, 1412 Sixteenth St, N.W., Washington 5, D.C. Ask for the following: bi-weekly publication, The Conservation News.
Single copies: By Which We Live, Homes for Wildlife, Protecting Our Living Waters, Soil Means Life, These Lands of Ours, Water, You and Conservation.

U. S. Department of Agriculture, Forest Service, Washington 25, D.C. Ask for: (1) "The Big Three" No. 0-14 - a playlet for children designed to teach conservation - the main characters are Pure Water, Green Grass, and Tall Tree. (2) "In Your Service" No. AIB-136.

Federal Cartridge Corporation, 2700 Toshay Tower, Minneapolis 2, Minnesota. Ask for: "Bound Set of Conservation Advertising" No. 430 (a set of pictures on conservation.)

American Forest Products Industries, Inc., Education Division, 1816 N Street, N.W., Washington 6, D.C. Ask for: The Forest Adventures of Mark Edwards (a 32-page story book available to classroom quantities.)

U.S. Department of Interior, Bureau of Reclamation, Bldg. 53, Denver Federal Center, Denver 25, Colorado. Ask for, Hoover Dam, single copy.

U.S. Department of Agriculture, Soil Conservation Service, Washington 25, D.C. Ask for: (1) Our Productive Land - We Can Conserve and Improve It While Using It (single copy); (2) The Soil That Went to Town (single copy).

U.S. Department of Agriculture, Office of Information, Washington 25, D.C. Ask for Teaching Soil and Water Conservation No. PA-341, an activities book for busy teachers.

2. Have pupils assemble and label a bulletin board display using these materials. Some of the materials may be used in the study of conservation.

3. Have pupils write for one or more of the following films or strips:

   Source: Anchorage Office, Department of Education
   Film: "What Makes a Desert"
   Filmstrips: No. 247 "Soil Resources;" No. 248 "Forest Resources;" No. 249 "Wildlife Resources;" No. 250 "Water Resources;" No. 251 "Mineral Resources;" No. 252 "Human Resources;" No. 253 "The Field Day Man Cooperates with Nature;" No. 254 "Nature Cooperates with Man."

   Source: Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.
   Films: "A New World for Farming" (No. 1327, Committee on Agriculture, American Petroleum Institute); "Water - Wealth or Worry for America" (No. 543, Cast Iron Pipe Research Association); "The Sparkplugs of Plant Nutrition" (No. 1516, the story of major neglected elements necessary for proper plant nutrition and growth, and how fertilizers help to produce bigger crops by supplying these elements.)

4. Show films. (For effective use of films and filmstrips, see Section One, page 8.)

5. Suggested experiments:

   a. Put a mound of loose sand along one end of a glass aquarium or glass jar, or pan. Pour a stream of water on it and watch the gullies deepen in the dirt and wash to the bottom of the container.

   b. Put a piece of sod in a container as above. Pour water on it and watch what happens.

   c. Put a mound of dirt in the middle of an aquarium or pan. Take a bicycle pump or a fly spray can and direct a current of air directly on the dirt. From previous discussions, children can see that this is wind erosion.

   d. Write a few sentences to show how wind and water affect the soil and how plants tend to prevent serious erosion.

6. Read stories of persons who had to move to other areas of the country because erosion had destroyed the soil. Stories of this kind can be found in Social Studies or Reading books. Write a few sentences to share with the class, telling what caused the erosion in the story.

7. Try to find pictures of the Grand Canyon in Arizona and Zion National Park, Utah. These pictures can be found in some of the free material or in magazines such as "National Geographic." Make a bulletin board display, labeling the pictures to show which kind of erosion caused the formations.

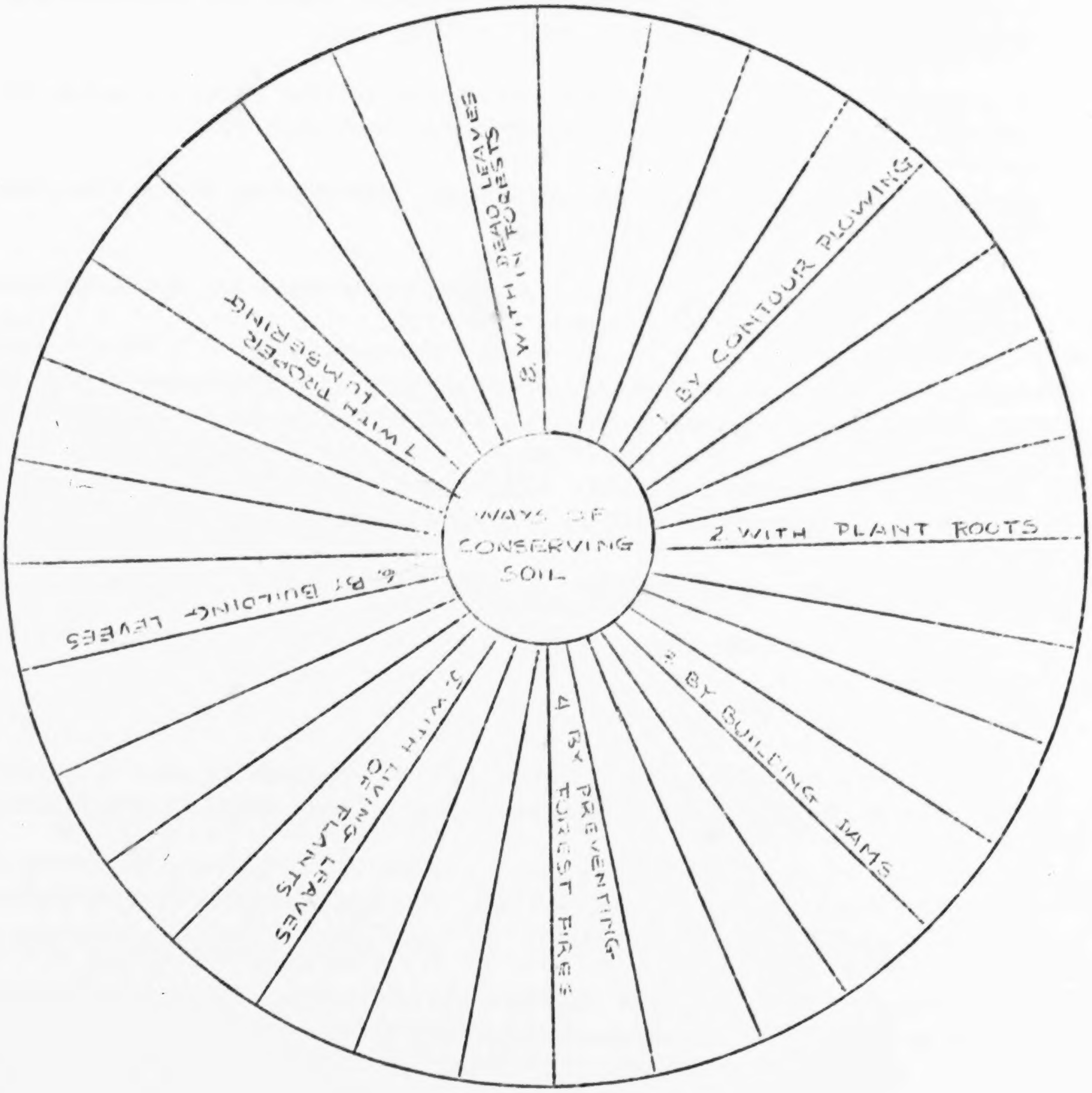
8. Have children write one or two definitions of words learned in the study of conservation. Three or four children should collect and assemble the words and definitions to make a matching puzzle. The following words and definitions may be used as a sample:

1. covering of dead leaves on a forest floor
2. wearing away
3. making water unfit to drink
4. wise use and protection of soil, water, minerals, plants and animals
5. plowing which follows the curve of the land so that furrows are level and do not slope downhill
6. a sheet of ice that moves slowly down the side of a mountain or across a large area

a. erosion
b. conservation
c. sediment
d. glacier
e. pollution
f. contour plowing
g. duff

9. Each child should have a wheel like the one on the following page. This one may be duplicated by a pupil for the entire class by tracing onto a ditto master, or each child may make his own by using a compass or by tracing around a plate or top of a large can.

Then on the wheel, under each statement relating to ways of soil conservation, have the pupil explain in a few sentences how soil is conserved in that particular way.


WAYS OF CONSERVING SOIL
1 BY CONTOUR PLOWING
2 WITH PLANT ROOTS
3 BY BUILDING DAMS
4 BY PREVENTING FOREST FIRES
5 WITH LIVING LEAVES OF PLANTS
6 BY BUILDING LEVEES
7 WITH PROPER LUMBERING
8 WITH DEAD LEAVES IN FORESTS

THE UNIVERSE AND SPACE

Activities:

1. Have pupils write for the following free materials:

   Count Down to Tomorrow - Project Echo. Source: American Telephone and Telegraph Co., 125 Broadway, New York City, N.Y.

   Map of the Moon. Source: Missile and Space Vehicle Dept., General Electric Co., 3198 Chestnut St., Philadelphia 4, Pennsylvania.

   Missiles and Metals, Parts I and II. Source: International Nickel Co., Inc. 67 Wall St., New York 5, N.Y.

   Space, the New Frontier. Source: National Aeronautics and Space Administration, 1520 H Street, Washington 25, D.C.

   Pictures, pamphlets and packets. Source: National Aviation Education Council, 1025 Connecticut Avenue, N.W., Washington, D.C.

2. Have pupils assemble and label a bulletin board using these materials. Some of these materials may be used in the study of space.

3. Have pupils write for one or more of the following films or filmstrips:

   "Project Echo" (color), available from Pictures, Inc., 811 Eighth Avenue, Anchorage, Alaska.

   "Energy, Today and Tomorrow" (color); "Force of Gravity;" "What is Space?" (color); "Gravity and the Center of Gravity;" "Exploring the Edge of Space;" "Universal Gravitation." (Source: Anchorage Office, Dept. of Education.)

   Filmstrips: No. 225 "What Is In the Sky?"; No. 256 "How Our Earth Began;" No. 257 "About Our Earth;" No. 259 "Our Changing Earth." Source: Anchorage Office, Department of Education.

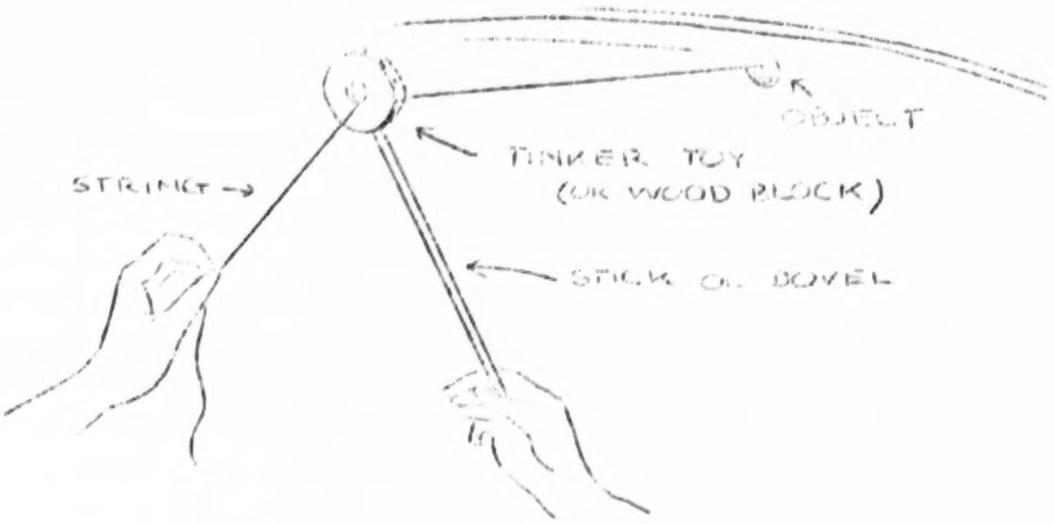
4. Show films or filmstrips. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Have the children make and display a large chart, showing the name, position, and relative size of each planet. (Refer to Singer, Science Problems, Grade 6, page 306.)

6. After reading and discussing the planets, let each child choose one and imagine he is taking a trip there. Then he may write a brief written report telling what he liked or didn't like about the planet and why he could or couldn't live there.

7. Have a guessing game: Which planet am I? Each child will write one or two questions on a card like this: "I am a red planet. I have many moons around me. I am nearest the earth." These cards are placed in a box and each chooses one and the class guesses as the data is read off. (This places a responsibility for neatness in written form since the pupil will not read his own cards.)

8. An experiment: Fasten a ball or other relatively light object to the end of a string, with the other end pushed through the hole in a tinker-toy disk. Hold this string and whirl the object by a stick pushed into a hole in the side of the tinker-toy. Pull the string as the object whirls faster and faster. What happens to the size of the orbit? See that they understand the two forces working together, gravity and centrifugal. If a tinker toy is not available, experiment with a small block of wood. Drill a hole in the end of the block and wedge a stick in this to make a handle. Then drill a hole in the center of the block, push the end of the string through, and hold it with one hand. Be sure the object is tied securely so it won't fly off. (Source: Normal Instructor, Dec. 1961, p. 41)



9. These words relating to the lesson are learned and the children write sentences showing that they understand them: satellite, space, orbit, launch, rocket, astronaut, gravity, centrifugal..

10. Let each pupil write a few sentences telling of an imaginary situation where there would be no gravity. What might happen?

THE HUMAN BODY

Activities:

1. Have pupils send for the following:

American Heart Association, Inc., 44 E. 23rd St., New York 10, N.Y. or your local heart association. Ask for these free materials: Heart Puzzle with Teacher's Guide. This will reinforce the explanation of how blood circulates through the heart. "Your Heart and How It Works," a 17 x 22" enlargement of the heart diagram - smaller diagram 8-1/2 x 11" for students. "The Circulatory System," a schematic diagram available in two sizes, 8-1/2 x 11" and 22 x 38."

American National Red Cross, National Headquarters, 17th and D St.,N.W., Washington 6, D.C. Ask for "The Story of Blood." This tells the story of blood and how it can be used to save life and alleviate suffering.

Sonotone Corporation, Professional Relations Dept., Elmsford, N.Y. Ask for the chart "How We Hear," a colored chart in Walt Disney style showing parts and functions of the ear. Two sizes, 26 x 33" and 8-1/2 x 11."

2. Have pupils assemble and label a bulletin board display showing these materials. Some of them may be used in the study of the body.

3. Have pupils write for one or more of the following films or filmstrips, to the Anchorage Office, Department of Education.

Films:

"Cell Reproduction" - McGraw Hill; "Circulation" (2 films) - McGraw Hill; "Ingestion and Digestion" (2 films) - McGraw Hill; "Respiration" (2 films) - McGraw Hill; "Muscles" - McGraw Hill; "The Nervous System" - McGraw Hill; "The Senses" - McGraw Hill; "The Skeleton" (B & W) - EBF; "Work of the Blood" - EBF.

Filmstrips:

No. 1038 "Face Facts;" No. 1220 "Toward a Clear Complexion;" No. 1022 "Madame Curie, The Story of Radium;" No. 1023 "Walter Reed and the Conquestion of Yellow Fever;" No. 1024 "Louis Pasteur and the Germ Theory;" No. 1025 "Florence Nightingale and the Founding of Professional Nursing;" No. 1034 "Edward Trudeaux and the Crusade Against Tuberculosis;" No. 1036 "Robert Koch and the Discovery of Tubercle Bacillus;" No. 1035 "Edward Jenner and the Story of Small-pox;" No. 1039 "Let's Have More Vitamins A and C;" No. 1155 "Securing Your Food;" No. 1156 "Securing Good Health" I; No. 1157 "Securing Good Health" II; No. 410 "How Your Body Grows;" No. 411 "How

You Breathe;" No. 412 "Your Bood Stream;" No. 413 "Your Bones;" No. 414-"Your Digestion;" No. 415 "Your Body's Message System;" No. 416 "Your Muscles;" No. 417 "Your Skin;" No. 524 "Avoiding Germs;" No. 525 "Good Health Ahead;" No. 526 "Cleanliness;" No. 527 "Posture;" No. 528 "Care of Teeth;" No. 529 "Care of Nose and Throat;" No. 530 "Care of Eyes and Ears."

4. Show films and filmstrips. For effective use of films and filmstrips generally, and also for specific suggestions concerning the encouragement of written composition in connection with the above, see Section One, page 8.

5. Experiment: pp. 148 and 158 in Heath, Science for Tomorrow, Grade 6. Each child should have a thumbtack and a paper match. Push the thumbtack into the lower end of the match. Rest the head of the tack on the pulse point of the wrist. Watch the head of the match bob back and forth - one bob for each beat of your heart. Count the number of beats for one minute and make a record of it. After playing outside in some very active game, during the rest period perform the same experiment and record the pulse rate. Then explain in a few sentences what happened in your body that caused your pulse rate to change.

6. Have the children bring animal skulls into the classroom, preferably of a dog and a moose or a caribou. Have a discussion and observation period about the shapes of them. Have them see the different tooth structure of the animals, varying because of the different foods they eat - the long canines of the carnivorous animals and the broad grinding surfaces of the herbivorous. If skulls cannot be obtained, the children could draw jaws and teeth either on the blackboard or on a chart. They would then look at a picture of human teeth (Singer, Science Experiments, Grade 5, p. 134) and compare them with those of the skulls. They may label the skull teeth as they read about them. Then have the children write a summary, telling why their own teeth have both grinding and tearing surfaces.

7. Write a comic strip featuring a germ-eating white blood cell patrolling the street in a well-behaved town. Show what happened when 5 "flu" germs enter the town. Write the conversation that transpired between the cell and the germs.

8. Think about food being a fuel for the body like gasoline is fuel for an engine. Write a comparison of the functions of the stomach, the liver, and the blood with the fuel system of an engine.

9. Write a riddle about one or more of the following words: ameba, plasma, kidney, vaccine, oxygen, saliva, trachea, esophagus, ventricle, capillaries, aorta, vitamins, liver, muscle. Example: I am a very small one-celled animal. I have no mouth. My digestive system is very simple. I live in the water. What am I?

10. Tell in a few sentences why "Virus" and "Vaccine" would not be good names for two point dogs who work together in a dog team.

SECTION FIVE

BROAD ACTIVITIES IN THE LANGUAGE ARTS WHICH WILL ENCOURAGE WRITTEN COMPOSITION

INTRODUCTORY STATEMENT

As has been stated in the general introduction, this section gives suggestions for activities along with information as to implementation and accessory materials needed - which, although containing no subject matter content in and of themselves, are intended to create within the child a strong purpose for learning specific skills needed to communicate effectively, especially those skills related to written expression. An example of this type of purposeful activity is the school newspaper that serves the community.

It is hoped that the teacher will be aware of the importance of these activities and will allow sufficient time in the school schedule for pupils to actively engage in them. In addition, it should be pointed out that it is within this area of activities in written composition that adequate provision for individual differences can be made; i.e., if purposeful ongoing activities of this type are encouraged, the pupil within a group who completes a textbook exercise has a specific, interesting task to turn to.

I. Compiling a Christmas program

  A. As early as October 15 the teacher may suggest to the class that the community would enjoy, and it is the custom also for the school to present, a Christmas program.

    1. Pupils and teacher discuss what has been done in previous years.

    2. Class discusses orally possible ideas for this year's program.

    3. Teacher might suggest such ideas as: Christmas Around the World; Christmas Songs in the U.S.A.; Christmas Customs and Their Origin; Christmas Customs, Stories and Songs Peculiar to Alaska.

    4. Ask class to think about the program and bring in ideas in written form as next assignment.

  B. After the ideas have been read and discussed by the class, a central theme is chosen. If the class decides to write its own Christmas program, the children begin composition of written material. This may be done by individuals or groups.

    1. It may be well for students to choose committees to be responsible for various parts of the program; i.e., steering committees, properties, programs, writing out parts, introduction, etc.

    2. At various intervals at least twice a week committees would be called on for brief written reports on how their part of the program is progressing.

C. Program should be ready for first rehearsal by November 15 in order to give sufficient time for practice.

D. Develop the idea that Christmas is a time of sharing and making others happy. Ask the pupils for ideas for bringing the real spirit of Christmas to those who cannot attend the Christmas program.

    1. Organize choral group to sing Christmas songs in the homes of those who are confined for any reason.

    2. Make a tape recording of the Christmas program. A committee of students could take this to homes of those unable to attend.

    3. Pupils might be encouraged to bring something (food, clothing, toy) to be used in making up Christmas baskets for less fortunate people in the community.

II. School Newspaper

In many small Alaska communities and villages the school paper is the only news publication. Therefore it performs an important service to the community and gives the pupils an opportunity to use fully the skills they have learned in language arts.

A. Content of the newspaper

    1. Original stories, poems, plays, news items that children have written.

    2. Class reports - what is going on in various classes and subjects.

    3. Features

        a. Interviews - with teachers, people in the community, officials.
        b. Honor Roll
        c. Special events (dog races, school programs, community events, etc.)

        - d. Jokes and riddles
        - e. Quotes
        - f. Popularity polls
        - g. Opinion polls
        - h. Pen pal corners
        - i. Superintendent or principal's corner
        - j. Lost and found
        - k. For sale or Wanted

    4. Editorials - confined primarily to school issues or broad community issues. Be sure to stress point that such editorials are the opinion of the writer only.

    5. Advertising by local merchants.

B. Makeup of the paper.

    1. May be mimeographed or duplicated by older students.

C. Distribution of paper.

    1. Student contributors receive free copy.

    2. Others pay nominal sum.

    3. Community could be divided into areas and papers delivered to them by children on a revolving basis.

    4. Money collected from sale of papers is turned into the teacher with a brief written report of number of papers sold and money collected.

    5. Subscriptions could be made available at reasonable cost for people outside the village.

    6. Exchange papers with other schools.

    7. Mail copy to Department of Education, Anchorage Office.

III. Writing Original Poems

"Poetry is the language of childhood" -- Mauree Applegate.
Isn't this a fascinating thought? What better activity could we develop than helping our pupils to communicate in this universal language of children.

A. Motivating interest in the writing of poems.

1. Teacher reads poems which are all-time favorites of children.

2. Teacher and pupils discuss and enjoy poems together. Children often like to comment on the pictures they see in their minds after hearing a poem. Also, they often like to discuss the sounds of different words and word groups.

3. Since many teachers feel inadequate in the reading of poetry, it is suggested that they may wish to write for a catalogue that contains many well-known poems. This catalogue is available from Educational Record Sales, 157 Chambers Street, New York 7, N.Y.

4. Pupils are encouraged to select a poem they particularly enjoy and memorize it. The pupil could copy it on a 3 x 5" card to be studied. Pupils should be encouraged to try to do as well as possible so that other pupils will enjoy hearing it. It should be a worthwhile sharing experience.

5. Most children find poetry an enjoyable experience. It can be read individually, in groups, or chanted in unison. Therefore, the teacher may find choral reading a helpful way of introducing her pupils to the pleasures of poetry. Following are a list of suggestions the teacher may find helpful.

    a. Teacher, or a good reader in the class, reads the poems first for appreciation.
    b. Pick out important words to be stressed. This emphasis on inflection of certain words will help it from becoming "sing-songy."
    c. Have one pupil try a single line or verse.
    d. Then have a group try reading the line or verse. At this point have balance of class discuss if the group which is performing is keeping together and is using proper inflection.
    e. Entire class reads selection together.
    f. List of poems available for choral reading may be found in Follett Basic Series:

        1. Music Across Our Country, pp. 94, 124
        2. Voices of America, pp. 138, 160
        3. Together We Sing, pp. 42, bottom 106-108. These two lend themselves particularly well to speaking the verses and singing the choruses.

4. Time For Poetry, Arbuthnot.
    "Land of Story Books,"p. 100
    "The Swing," p. 94
    "Escape at Bedtime," p. 156
    "My Shadow," p. 98
    "Where Go the Boats," p. 96
    "Windy Nights," p. 144

6. Discuss ideas for original poems.

    a. Teacher reads some original poems by children.
    Sources:

        1. The Instructor, F.A. Owens Publishing Company, Dansville, New York
        2. Child Life, 3516 College Ave., Indianapolis, Indiana
        3. Highlights, 2300 W. 5th, Columbus 16, Ohio
        4. American Girl, 830-3rd Avenue, New York 22, N.Y.
        5. Boys and Girls, The Otterbein Addresses, Dayton 2, Ohio
        6. The Children's Friend, 40 N. Main St., Salt Lake City 16, Utah
        7. Junior World, Beaumont and Vine Blvd., Box 179, St. Louis 66, Missouri
        8. The Grade Teacher, Darien, Connecticut.

B. Pupils write original poems.

    1. Students write poems individually if they wish.

    2. The entire class might compose a poem.

    3. Read the poems aloud. The teacher and class might select those they feel have special merit.

C. Teacher submits poems for publication.

    1. Submit to school newspaper.

    2. Submit to local daily or weekly paper in the community.

    3. Submit to national publications such as those mentioned in 6 A.

D. World Poetry Day is October 15.

    1. A special display of students' poems could be posted on the bulletin board.

2. Contact the newspapers and see if perhaps they would run a special poetry section on that day.

3. Students could plan an assembly program consisting of choral reading of poems, individual reading of their own poems and favorite selections from well-known authors.

IV. Creative Writing

This type of writing is not one that we can teach. The creativeness is inherent in our pupils. It is our job as teachers, especially of the language arts, to help children release this creative urge to express themselves.

A. Motivating creative writing

1. Very often when children are asked to write something original they say they can think of nothing to write. The teacher may then ask them to think of a simple story they can tell orally. Then ask them to write it down in simple written form. Emphasize the creative aspects of the story.

2. Ask pupils to add onto a sentence. For example, "Last night I heard...." This morning as I came to school, I ...."

3. Show the class a picture. Ask them to write a story about it.

4. Write several provocative titles on the board, such as Help, Police!; A Visitor From Outer Space; My Funny Pet.

5. Take the pupils on a field trip, such as a visit to a nearby town or village, post office, bank, cannery, government installation.

6. Listening to records of sounds and then writing about them might help some students; e.g., Frank Brink's "Sounds of Alaska" is available from Frank Brink Enterprise, Anchorage. If records are not available and the school has access to a tape recorder, a committee of students might record some every day sounds that we do not ordinarily distinguish and play them for the class.

7. Creative writing can become a valuable outgrowth of the activities carried on in the correlated section, especially if the types of questions asked are those which require original and creative thinking such as: What would have happened if the South had won the Civil War? Will the peaceful use of atomic power outweigh its destructive aspects?

B. Publishing children's creative writings

1. Submit writings to school paper and local newspaper.

2. Other publications which will publish children's original writings:

    a. those listed in Activity III, 6 A.
    b. Storyland, Beaumont and Vine Blvd, Box 179, St. Louis 66, Missouri
    c. Venture, 920 Witherspoon Bldg., Philadelphia 7, Pennsylvania.
    d. Boy's Life, New Brunswick, New Jersey
    e. Calling All Girls, 52 Vanderbilt Ave., New York 17, N.Y.
    f. Children's Playmate Magazine, Cleveland 5, Ohio.
    g. Children's Stories, Otterbein Press, Dayton 2, Ohio.

C. Evaluating the creative writings of children

1. In evaluating children's creative writings it may be well to give a dual grade, one grade for originality of thought and expression, and another for the mechanics of form and usage.

2. If it is evident following evaluation that too many grammatical errors are being made it would be well to have a separate review lesson on the areas in which pupils seem to be having difficulty.

V. Project Citizenship

One of the ultimate objectives in our teaching of any subject is the development of desirable attitudes on the part of our pupils. The practice of the rules of good citizenship in school helps to insure good citizenship in adult life.

A. At the beginning of the school year pupils and teachers should establish rules of good citizenship. These could be written by the pupils on strips of tagboard and placed on a chart in the front of the room. They should be referred to at frequent intervals throughout the year and added to when necessary. Near the end of the school year the pupils are asked to select the person who they feel has been the best citizen and to write a short paragraph explaining their choice. The teacher and pupils, after considering the various choices, select the best citizen and give him proper recognition.

B. The pupils may wish to write to the American Legion or V.F.W. in the nearest large city and inquire as to what programs they are sponsoring, or what projects they might suggest, in which the pupils might participate. Very often these organizations welcome participation in the Poppy Campaign. Writing to hospital veterans, making favors and place mats, etc., for hospitalized veterans on special holidays, and such, are worthwhile activities and provide opportunity for the student to render a service. If it is possible, a representative of one of these organizations could be asked to come and speak on the subject of good citizenship or to participate in observance of some patriotic holiday (e.g., Veterans Day, Flag Day).

C. Students and teacher could read stories and poems about famous Americans, our flag, the Constitution, etc. The following, written by a teacher and her class, might inspire your class to a similar effort:

"Lord, we thank Thee - for saving our Nation from destruction; for freedom and peace in this land of ours; for brave men and women who have gone to serve our country, to keep that freedom everlasting."

Other suggestions for individual and class poems might be, "What It Means to Me to be an American;" "Why I Love My Country's Flag;" "The Story of Our Constitution."

D. Setting up a classroom organization is another activity which promotes good citizenship, since it teaches students to respect the opinions of others and also recognize that rule is established by the wish of the majority. After a preliminary study, the class decides on a name for the group, time for the meeting, number of affairs, etc. If the classroom organization is to be effective it must have certain objectives. Students can be asked to write on a slip of paper what they consider to be suitable objectives and these can be discussed and decided upon by a steering committee which has been chosen. Rules similar to the ones below could be set up for nomination and election of officers.

1. Candidates for various offices could be nominated from the floor. Each candidate could be allowed to appoint a campaign manager to handle his campaign.

2. Pupils may wish to write campaign material on such subjects as "My Favorite Candidate," "Voting is My Duty and Privilege," "My Candidate has the Best Qualifications."

3. Set up a regular voting booth. A committee can be appointed to prepare ballots and teachers can appoint election officials. Balloting will take place in secret.

4. At the time local, state and national elections are held, pupils may wish to hold a mock election. A committee could write to the proper authorities for sample ballots. The class could study platforms of the various candidates and important issues of the election and try to make an honest evaluation of each. Pupils might be asked to write a short paragraph regarding their favorite candidate and what they consider to be the important issues of the campaign.

VI. Stimulating recreational reading:

As teachers, one of our main objectives is the development of intellectual curiosity on the part of our pupils. We may begin on the first day of school to stimulate this curiosity by bulletin boards, book displays, and lists of good books for children that are available in the school library.

A. Book reviews - Occasionally ask the class to write a short review of the book they are reading currently. Reviews could also be in oral form if pupils choose.

1. Class could pick review they found most interesting and plan a bulletin board display around it. Display might include the written review, illustrations, a copy of the book cover, a biographical sketch of the author's life.

2. Find selections in the reading texts that are taken from library works. List these on the board. They may stimulate interest in reading the entire book.

B. Observance of National Book Week and National Library Week.

1. Pupils could form a Book-of-the-month club. Each pupil could write a paragraph about the book he wishes to nominate as "Book-of-the-month" selection. These could be read and final selection made. The student whose book is selected might choose several other pupils to help him dramatize one part of the book. This would involve writing parts, narration, etc.

2. One day during National Book Week, pupils may be asked to come dressed as their favorite character in fiction. See if other pupils can guess who they represent.

C. Outside reading may be stimulated by the formation of an Arrow Book Club in your classroom. If your class is using the Scholastic periodicals, you will find listed at the end of each two month period the selections which are available. If you are not using Scholastic magazines, the class may write to Reader's Choice, c/o Scholastic Book Service, 33 W. 42nd Street, New York 36, N.Y. Arrow books were formerly available only from Grade 4 up but a new department for children in 2nd and 3rd grades has now been included. Your pupils who are having reading difficulty often enjoy ordering those from a lower grade level as they are able to read and enjoy these more adequately. The entire program may be carried out by the students in committees, beginning with writing for the catalogue, reading the reviews and then collecting the money after pupils have made their choices. One committee can have the responsibility of making up the master sheet containing how many of each book is ordered. Another committee can collect the money, tally it and turn it over to the teacher at the close of the period. Teacher will sign a slip verifying amount turned over to her. If feasible, students may purchase a money order and enclose it and the order in an envelope which they have addressed. When the books arrive another committee has charge of distributing the books to pupils who have ordered them. If the class has some money available or if the PTA or other organization wanted to help them, perhaps they could order a supply of books out of these funds and have books for sale in their classroom. Another possibility is interesting the community store or trader in the village in handling Arrow books. Students could assist in the project by keeping track of the books which seem to sell best, books which need to be reordered, etc. The mechanics of how your Arrow book club is organized and run will vary widely, of course, but the important thing is to stimulate outside reading and the Arrow Book Club is certainly a most effective way to do this.

D. Pupils are encouraged to exchange books they have read with others in the class. A certain period could be designated each week when pupils would inform the class which books they have available for exchange. One student could keep a list of the various exchanges.

E. A large wall chart may be placed in the back of the room showing the child's name and opposite it small replicas of book covers cut from construction paper. These would indicate the books he has read.

F. It is a generally accepted fact that the pupil who reads more widely away from school is also a better reader and a better informed pupil in the school. When there is plenty of good reading material available at their grade level and geared to their interests, pupils are much less apt to engage in objectionable behavior.

VII. Compiling a Recipe Book

The compiling of a book of favorite recipes might be a very worthwhile project both from the standpoint of creativity in writing, and also from the standpoint of service to the community. The writing of the recipes, the explanations and comments, provide an activity in which the child is familiar with his subject matter and also can be reasonably sure of success.

Procedure:

1. Discuss with the class the possibility of compiling a book of favorite recipes. Encourage the children to bring in recipes, accurately written. As next assignment pupils will copy the recipe in proper form and add their comments. Pupils could then exchange papers and proofread them for mistakes andif necessary have them rewritten. If it is not possible to duplicate them the teacher could have each pupil write his recipe on the blackboard and the other students could copy them for the book.

2. Recipes will be written on pieces of paper of uniform size. Punch holes in margin of paper. Then use plastic rings or yarn to hold the pages together.

3. Attractive covers may be designed by the pupils for their recipe books. Some suggestions for covers are: (a) Make covers of construction paper appropriately decorated and lettered. (b) Take 2 pieces of plywood a little larger than recipe sheets. Sandpaper and shellac covers. Some students may wish to do wood-burning on theirs. (c) Cover pieces of heavy cardboard or tagboard with print material and use them as covers.

4. These recipe books will serve a useful purpose and may be used as gifts or sold at nominal price. If they are to be sold, perhaps the children with the best handwriting could copy the recipes and other pupils could assist in putting the books together, selling and delivering them.

VIII. Tape Recording

Efforts are being made to place tape recorders in all the schools. If your school does not have one, perhaps one might be purchased by holding a money-making project. Often a community organization will assist the school in acquiring one.

A. Uses

Emphasize rules for good oral expression. Decide on a definite project and organize materials to be included. One suggestion might be the exchanging of tapes with a school in another locality. This must be carefully planned, with each pupil or group responsible for a certain part of the tape recording. This will involve careful study and research in their particular assignments, the writing of their material, proofreading, and finally putting it on the tape.

B. Other uses for the tapes:

1. Tapes for assembly programs, for use in other rooms, etc.

2. Tape a program to present at PTA or other community function.

3. Tape a program for release over local radio for Public School Week.

4. Forming a tape club - contact schools in other states and suggest they prepare tapes dealing with some particular local event; e.g., New Orleans, La. - Mardi Gras; San Antonio, Texas - the Spring Fiesta; Pasadena, California - Rose Parade; New York City - Easter Parade.

The above are only suggestions. Teachers and pupils may also want to exchange pictures and other material in addition to the tapes.

5. If your class is interested in forming a World Tape Club, you may write to the following address for additional information:

World Tape Pals, P.O. Box 9211, Dallas 15, Texas.

IX. Promoting hobbies

Interesting children in worthwhile hobbies often has two important results. First, it provides them with something constructive to do in their leisure time, and second, it often leads to interest in other fields which will help broaden the child's horizon.

A. Procedure

1. In order to interest children in possible choices of hobby, the teacher might have various hobby catalogs and materials on display.

2. The pupils might also write to the following sources for material regarding hobbies:

a. For general information:

Hobby Guild of America, 550 5th Avenue, New York 36, N.Y.
American Hobby Federation, 12 E. 41st St., New York 17, N.Y.
Hobby Clubs of America, 410 Cathedral Pkwy., New York 25.

b. For information regarding specific hobbies:

Academy of Model Aeronautics, 1025 Connecticut Avenue, Washington 6, D.C.
Aquarium Society, c/o Mrs. Lyna Raudel, 251 West 92nd St., New York 25, N.Y.
Clown Club of America, River St., Bernardstrom, Mass., Ray Bickford, Chairman.
National Button Society, 7940 Montgomery Ave., Philadelphia 17, Pennsylvania.
National Dog Week Association, 2517 S. Michigan Avenue, Chicago 16, Illinois.
United Federation of Doll Clubs, R.R. #1, Box 243, Homestead, Florida.
American Numismatic Association, Box 577, Wichita 1, Kansas.
National Federation of Stamp Clubs, 153 Waverly Place, New York 14, N.Y.

3. After examining catalogs discussing the various aspects involved such as cost, availability of materials, etc., pupils will be encouraged to decide on a hobby.

4. Pupils may be assigned, by groups, to bring their hobbies to the classroom and explain them to the class.

5. As a culminating activity, pupils may plan a hobby show and extend written invitations to other pupils in the school and their parents to attend. Judges may be chosen from the community and ribbons or other appropriate awards made.

X. Effective use of bulletin boards

"One picture is worth 10,000 words," says an old Chinese proverb. Bulletin boards provide a focal point for the introduction and demonstration of things that are going on in the classroom. By careful planning between teacher and pupils, the bulletin board will provide an effective on-going activity throughout the entire school year. In addition to being an aid to instruction, attractive bulletin boards contribute to a more aesthetic environment.

A. How to make the best use of bulletin boards in your classroom.

1. Bulletin boards should be eye-catching in color and makeup. If the background is drab, cover it with art paper.

2. The purpose of the bulletin board is not only to add to the attractiveness of your schoolroom but more important is its role as a learning device.

3. Careful teacher-pupil planning regarding such details as color, balance, lettering and make-up will help insure a successful bulletin board.

4. The pupils should bear the main responsibility for bulletin board display with the teacher providing suggestions and guidance.

B. Some specific suggestions in the subject matter field

1. Arithmetic: Very often when pupils are having difficulty with a particular process in arithmetic it will aid the students if a sample problem is worked out on attractive paper, labeling each step, and pasting them on the board. The student may refer to this whenever he is having trouble solving a problem involving this particular process.

2. Language and Grammar: Have a bulletin board showing the eight parts of speech as each being one of the stars in a large model of Alaska's flag.

3. Science: Pictures of Alaskan birds would make an attractive bulletin board. Make sure they are correctly labelled. Pictures may be drawn by pupils, or found in magazines or commercial prints.

4. Handwriting: Most schools are furnished with cardboard strips showing the correct form of capital letters and the lower case letters. These can be displayed across the front of the room permanently so that children may refer to them when necessary. At times samples of the children's handwriting may be pasted below in order to compare the children's work with the specimen set.

5. Reading: Cover the background with blue construction paper for the sky and green for the grass. From a large piece of construction paper cut a model of the school building. Make a large door cut on 3 sides that will fold back. Above the door print "reading" in large letters; below it, "opens the door to" in smaller letters. Inside the door list experiences the children may get through reading, such as adventure, information, recreation, poetry, etc.

6. Spelling: Take a large piece of tagboard. On lefthand side list pupils' names. Divide the balance of space into week intervals, dated at the top. Pupils who receive a perfect score in spelling on their weekly test receive gold stars.

7. Social Studies: Pictures showing "What we will study this year in social studies" might be an interesting bulletin board for opening of school. It might include pictures of Indians, covered wagons, Alaska natives, maps, etc.

C. General Suggestions:

1. A booklet entitled "The Bulletin Board as an Instructional Resource" is published by the Alaska Department of Education in Juneau. You may order one free of charge from the Department. It contains information on how to cut letters, arrange and plan bulletin boards, suggested subjects for each month, and many other valuable ideas.

2. Commercial sources for bulletin board materials:

   a. F.A. Owen Publishing Co., Danville, New York.
   b. Ann-Marie's Workshop, Dept. 118, 6048 Avondale Avenue, Chicago 31, Illinois.
   c. Perry Pictures, Dept. 1, Malden, Mass.

XI. Classroom Environment

Creating a pleasant classroom environment in which learning becomes an eagerly awaited adventure presents the teacher with one of her greatest challenges. When we consider that the child spends approximately 5 1/2 hours each day in the classroom, it becomes incumbent upon us as teachers to make our rooms as stimulating and satisfying a place as possible. Not only should the room be intellectually stimulating, but it should also stimulate and satisfy the child's artistic and aesthetic needs. This can be done by such devices as plants, flowers, pictures, and many other things.

A. An interesting project for any classroom is observing an ant farm. One may be purchased at a hobby shop, a variety store, or from Sears Roebuck or Montgomery Ward in their Christmas catalogs. There is a fascinating booklet included which tells how to care for the ants, things to watch for, habits of the colony, etc. The children love to watch the ever-changing patterns of tunnels and villages which the ants are constantly building and rebuilding. (When you receive your ant farm there will be a coupon enclosed which you mail to the address indicated. You will then receive your ants in a glass tube. If possible, during cold weather take precautions to pick up the tube from your mailbox as soon as possible so the ants do not suffer from too much cold.)

B. Aquariums may be obtained from the State Department of Education on your requisition form. Goldfish and guppies are easy to care for and the children will find them interesting. Placing sea moss, seaweed, and snails in your aquarium will help to keep it clean.

C. All children like to watch things grow. Plants which will grow rapidly in the classroom are peas, beans and corn. An easy way to provide each child with a container is to cut the top from a half-pint milk carton and fill it with dirt. If milk containers are not available, egg cartons may be broken apart into several sections to use.

Hardy plants such as ivy and philodendron help brighten the classroom. This is especially important here in Alaska where so much of the school year is dark and gloomy. If plants are not available, sweet potato and carrot plants are attractive and easily obtainable.

D. In an area such as Alaska where children have few opportunities to observe farm activities, one very interesting project is the hatching of eggs. It is first necessary to obtain fertile eggs. You may get this information from a feed and seed dealer or by writing to Lynden Egg Company in Seattle. The incubator is simple to construct - you may even use a small wooden box. Line the box with building insulation and put a light bulb in the box. It will be necessary to experiment with different sizes of bulb until you find one which will provide a constant temperature of 102°. A glass over the top is desirable but not absolutely necessary. However, it does allow the children to see the eggs hatching without affecting the temperature of the incubator. Wall charts may be made and displayed near the incubator showing the embryo at different stages of development.

E. Developing an increased awareness in the child regarding the world around him is one of a teacher's most important jobs. The globe should be readily accessible so pupils may consult it when necessary and for individual information.

F. Setting aside of certain areas in the room for the display of current projects helps create and maintain the interest of the pupils. In a Science Corner such things as rocks, shells, birds' nests, written records of experiments, might be displayed. It is extremely important that these be correctly labeled so the Science Corner does not become a hodge-podge of carelessly placed articles.

Since the ability to read is the basis for achieving competence in other school subjects, a Reading or Library Corner is an excellent inducement to the child to read in his spare time. The books should be changed when they have been read by most of the students. The Reading Corner should be attractively arranged. Pupils may act as monitors to keep the Corner neat.

The same idea can be applied to providing a place for Social Studies projects to be displayed. Booklets or relief maps made by the pupils may be shown. During the study of Indians, for example, Indian faces may be made from half an English walnut hull - glue on black yarn for hair and use colored pencils or paste on facial characteristics. A snap clothespin can be used for Indian dolls. Put a brown bean between the metal springs and wooden part on the top to represent his nose. Use yarn for the hair and wrap the rest of the clothespin with pieces of discarded socks of bright colors.

G. Every child likes to feel that his efforts are recognized and appreciated. We can afford him recognition by displaying some of his work. Since bulletin board space is usually limited, an effective method is to string a wire across the room and attach the pupils' work to the wire with paper clips or snap fasteners. This is a useful idea since the work can be changed frequently and pupils can put up or take down the material.

H. The effective use of pictures cannot be overemphasized. An attractive picture cut from a magazine and mounted on construction paper can brighten up the room and set the mood for the entire day.

I. Last, but by no means least, make sure that your appearance provides your pupils with an example of cleanliness and good grooming. How you look, as well as what you do and how you do it, makes a lasting impression on your pupils.